FINAL REPORT

(Internal research project)

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Title: How well do French Canadian students know English?

DIV: VI Report No. 18

HOW WELL DO FRENCH-CANADIAN STUDENTS KNOW ENGLISH?

Internal Research Project of the
Royal Commission on Bilingualism and Biculturalism

Rubin Sirkis

August, 1966

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Abstract

How Well do French-Canadian Students Know English?

It is natural to approach the investigation of a problem like the learning of English as a second language in the same way as one would look at the problem of learning any other school subject.

One is tempted to put success or failure to learn down to the course of studies, the quality of teachers, the text books used and the attitudes of students to the subject.

It soon became clear that the learning of English by French Canadians is to a large part done outside of school, and so other influences became the focus of interest of the study.

The Need to Know English is Accepted by French-Canadian Students

We started out with an academic approach to the study of attitudes. Certain reasons for studying English must be more compelling than others, and so more important as motivating factors. It was found that there was no relation between particular reasons groups of students had for learning the language and their average achievement on our tests.

Almost everyone accepted the idea that English should be learned, and almost any logical reason that was presented received support. It was evident that French-Canadian students wanted to learn English.

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It is natural to approach the investigation of a problem like the learning of English as a second language in the same way as one would look at the problem of learning any other school subject.

One is tempted to put success or failure to learn down to the system of instruction, the quality of teachers, the text books used and the attitude of students to the subject.

It soon became clear that the learning of English by French Canadians is a large and complex matter of school, and no other influences beside the focus of interest of the study.

The Kind to Some Pupils is Accepted by French-Canadian Students

We started out with an academic approach to the study of attitudes. Certain reasons for studying English seem to be more acceptable than others, and be more important as motivating factors. It was found that there was no relation between particular reasons given by students and for learning the language and their average achievement on our tests.

Almost everyone accepted the idea that English should be learned, and almost any logical reason that was presented received support. It was evident that French-Canadian students wanted to learn English.

Even the presentation of semi-nationalist arguments opposed to the importance given to the study of the second language in school did not serve to break down the near unanimity of the desire to learn English.

The Standard of Achievement in English of Quebec French-Canadian Students Was Not High.

Despite the almost unanimous support of French-Canadian students for the learning of English, their knowledge of the language (when Quebec students are taken as a group) was not very high.

Two tests of English - a Listening test and a Reading test - were given to over 2,000 French-Canadian students in Quebec, Ontario and New Brunswick. As would be expected, Ontario and New Brunswick student did quite well, but Quebec students achieved an average score that was about 50% of that of a group of native English speakers we tested. This is not a very high standard.

Taking the top quartile of scores of Quebec students, however, we found that the performance of the students in this group came closer to a reasonable standard. The top quarter of Quebec students received scores that were approximately 80% of the average score of the group of native speakers.

The Schools Provide Only the Basis for Further Learning of English

Kinds of schools and differences in school practice were examined to see how these things were related to differences in knowledge of English. Students of collèges classiques were compared with graduates of écoles publiques. Such things as years of training, starting grade and various school practices were investigated in their relation to the achievement of students in English.

Differences were found. Better schools, better teachers, a more intensive course and other school practices were found to be positively related to higher scores achieved by students on our English tests.

But the average scores of students grouped according to differences in school or school practice were somewhat masked by many things that had nothing to do with the school.

The school provided a basic training in English, but learning outside accounted for the superior knowledge of English that was found among many of our students.

Contact with the English-Canadian Milieu Found to Be The Most Important Factor in Achievement of a Reasonable Standard of English.

Actual, informal, out of school contact with English was found to be the main reason for relatively high achievement in English.

Opportunities for contact were many and varied. English television, radio and newspapers were available and had a good audience in French Canada. Personal contact with English-speaking young people was common and English was used at least sometimes in many homes.

All these influences were found to be related to the standard of English achieved by French-Canadian students. However, only those students who had a high degree of informal contact achieved a standard of fluency which might be called reasonable.

Reasonable Familiarity with Spoken English is a Pre-Requisite for the Development of General Fluency in the Language

In French-Canada most of the informal contacts with English that are available are those which involve the spoken word. Television, radio and English-speaking friends are examples.

The importance of the spoken language is so basic to the thinking of French-Canadian students, that when they were asked a question about "English", without specifying any particular language skill, they automatically took it to mean "spoken English". The almost unanimous support that is given in support of learning the second language is probably meant for the spoken language rather than school English. Many are not satisfied that the important skill of speaking English is adequately given in school.

The student estimate of the primacy of spoken English seems to judge quite accurately its actual importance for the achievement of a reasonable all-round fluency in the language. It was found that young people who had confidence in their ability to speak English were most likely to feel at ease with other language skills, and to do well on both our tests. We also found that a high ratio of listening to reading ability was characteristic of all groups which obtained high scores on both tests. It is not suggested that a person can learn to read by learning to speak. The connection is not a direct one. A certain confidence and satisfaction may come from being able to use English in its most common form. This seems to be a necessity (for Quebec students at least) in order to develop a more relaxed and effective approach to the use of the second language.

Intensive Contact With English is Not Related to A Student's General Academic Achievement

Finally; almost as an addendum, the possibility of harmful effects of the learning of English were discussed.

We looked at the general scholastic achievement of French-Canadian students in our group as measured by the average grades they received on their last final examinations to see whether they were affected by intensive contact with the English language.

The distribution of students according to their final average grades was compared for groups who had a lot of contact with English and those who had little. There was no significant difference.

Students who had started studying English early were found to do no better and no worse on their last set of exams than those who had started later. Young people who had been exposed to a lot of contact with English through television or in other ways turned out to be no better and no worse as students compared to those who had little contact.

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I Introduction

How Well Do French-Canadian Students Know English?

How well do French-Canadian students know English? This is the main question we tried to investigate in this study. To arrive at an answer we administered two tests of English - a listening test and a reading test - to over 2000 French-Canadian students, most of them living in Quebec but some in the neighbouring provinces of Ontario and New Brunswick. This was done in September of 1965, giving us two test scores for each student.

A list of marks by itself is not very meaningful, especially in French-Canada where many people are bilingual and where the learning of English is not confined to the schools. Each student was therefore asked to complete a questionnaire giving information that might be related to his achievement on the two tests.

Assumptions Underlying the Design of the Questionnaire

The questionnaire and the test were based on a few simple hypotheses about the factors that might be related to the knowledge of English among the students in the group tested.

The Standard of English Will Vary Widely

We expected that a wide range of language ability from a mere rudimentary knowledge of English, to almost native fluency would be found among any representative group of French-Canadian students. This meant that we should try to find a test that would discriminate on a very wide scale to allow comparisons to be made of the scores achieved by the best among the French-Canadian group to those of a control group of native speakers. The final choice was a test difficult enough to challenge even English Canadians.

School Practice Will Affect the Knowledge of English

Students who had different kinds of training in English would probably vary in their knowledge of the second language. To learn something about the relative importance of certain school practices, two things were done:

1. We tried to get a sufficient number of subjects from each of the main types of schools in Quebec - collèges classiques and écoles publiques - to compare the performance of students from these kinds of schools.

2. To learn something about the relative importance of various school practices, each student was asked about such things as years of training, teachers and the use of teaching aids in the classroom.

There Will Be Regional Variations in Knowledge of English

It is common knowledge that the place where a student lives or studies has much to do with his fluency in English. Each student was therefore asked questions that would help us to separate individuals who had lived or studied in places where there was a high proportion of English Canadians from those who had been more isolated from the other language group. An obvious regional unit is the province. So, for comparative purposes, we included French-Canadian students who lived in the two provinces neighbouring Quebec as well as those residing in the centre of French Canada.

Informal Contact with English Canadians - a Factor

Since there can be no doubt about the importance of contact with the English language in learning English, each student was asked about the amount of English spoken in his home, with English-speaking friends and the extent of his exposure to English media and of communication.

Attitudes are Related to Success in Learning English

Ideal external conditions in the form of good teachers, a good course and plenty of opportunity to use English may exist, but

ultimately it is the student who has to do the learning. Naturally, a student's attitude toward the learning of English would be an important element in his success or failure to learn the second language. Each student was presented with several attitudes some favorable to the learning of English and some opposed to the intensive study of the second language. He was asked to indicate his position on each of these, in the hope that we could establish a relationship between specific attitudes and the learning of English.

Methodology

A more detailed discussion of the test, its administration, the students tested and other problems of method as well as a copy of the questionnaire are included in the appendix.

Plan of the Report

The plan of the report is as follows:

1. a discussion of attitudes of students toward the learning of English; indicating a wide support for learning the second language.

2. presentation of the general results of the tests, which show that although the desire to learn exists, achievement is not impressive.

3. a discussion of the role of the school and various school practices in the teaching of English.

4. an analysis of the social influences affecting the learning of English - television, radio and the English-Canadian milieu.

5. a comparison of the results on the Listening and Reading tests - with a discussion of the relative importance of spoken English in the minds of students, and in success of learning the language generally.

6. a general summary of the findings of this study.

II. Attitudes to the Learning of English

1. Most French-Canadian Students Want to Learn English

One clear finding of this study is that most French-Canadian students want to learn English. The evidence indicates that this is so in Quebec as well as in Ontario and New Brunswick; it is true for boys as well as girls; it is true for students of the collèges classiques and for those who have studied at écoles publiques; it is true for those who have received good marks in their school English exams and those who have not done well and it is also for those students who have received a high general average on all their subjects and those who have come close to failing. Sixteen questions were asked to find out about the attitudes of French-Canadian students toward the learning of English. Eight of these presented positive reasons for studying the second language and each student was asked if the arguments were valid for him. The figures in table 1 show that Quebec students in our group supported all but one reason in proportions of 70% to 90%. The average of the favorable responses to all eight arguments is close to eighty percent for students of Quebec and its neighbouring provinces.

An Average of 77% Support on Eight Reasons for Learning English

Table 1. Percentage of Students Who Support Each of Eight Suggested Reasons for the Learning of English-Quebec, New Brunswick and Ontario.

Voici comment plusieurs expliquent leur désir d'apprendre l'anglais. Certaines de ces explications valent-elles pour vous?

Reason for Learning English	Percentage Yes		
	Que.	N.B.	Ont.
La connaissance de l'anglais est absolument indispensable au genre d'emploi que j'espère obtenir.	51	68	65
Bien que ce ne soit pas indispensable, la connaissance de l'anglais sera un avantage précieux pour le genre de travail auquel je me prépare.	90	96	88
Je voudrais pouvoir communiquer plus facilement avec des amis de langue anglaise.	87	85	85
Je voudrais pouvoir lire les journaux anglais et comprendre les émissions de radio et les programmes de télévision en langue anglaise.	90	80	79
Je voudrais pouvoir lire des oeuvres de la littérature anglaise.	71	73	80
Je voudrais apprendre l'anglais pour voyager à l'étranger.	80	74	69
Je voudrais apprendre l'anglais pour voyager au Canada anglais.	70	78	64
En tant que citoyen canadien, je considère que je dois aussi connaître l'anglais.	75	95	85
Moyen des pourcentages oui	77%	81%	78%

Only One Reason is Questioned by Many Students

Most reasons given for learning English received a high proportion of support from students, but there was one exception.

The proposition that

> "la connaissance de l'anglais est absolument indispensable au genre d'emploi que j'espère obtenir"

was rejected by almost half of the Quebec students. There are a number of reasons that might explain this.

1. It is an extreme position, and many students who agreed that English would be helpful in working might not go so far as to say that it was essential.

2. Students who are not certain of the work they wish to do could logically feel that English might not be involved.

3. Many students certainly hope to work in the liberal professions where French is the working language.

With this one variation, the trend of agreement with reasons given for the study of English is consistent.

Few Students Support the Idea that the Reason They Study English Is Because They Have To

Another measure of the strength of the positive approach to the learning of English is the response to a question phrased positively, but actually indicating a strong lack of enthusiasm for the study of English. Quebec students rejected it with a vote of eighty percent. The question, listed under the same general heading as the previous eight questions is given below. Table 3 shows the percentage of students who said that this attitude to the study of English did not apply to them.

Question 53.

> J'étudie l'anglais surtout parce que c'est obligatoire pour obtenir mon diplôme.

Table 3. Percentage of Quebec Students Who Reject the Notion that English is Studied Mainly For School Credits.

Category of Students	% of Students in Each Category N- 1570 (approx.)	Question 53 Percent Answering NON
Total of Quebec Students	100%	80%
Boys	80	80
Girls	20	82
	100%	
Ecoles Publiques	25	82
Collèges Classiques	63	79
	88%	
General Average on All Subjects - Most Recent School Examinations		
80 to 100	11	85
70 to 79	51	81
60 to 69	36	79
	98%	

Percentage of Support For Learning English is Similar for Various Groupings of Students

To see whether the favorable attitudes were affected by other factors we calculated the mean of percentage of yes responses on each of the eight questions by sex, the kinds of schools attended and the marks received by students from their own schools. The results are shown below:

Table 2. Summary of Favorable Attitudes to Study of English Quebec Students - N = 1570

Groups of Students		Moyen des % oui 8 questions
All Quebec Students	100%	77
Boys	80%	77
Girls	20%	77
	100%	
Ecoles Publiques	25%	75
Collèges Classiques	63%	77
	88%	
Marks Received in English in previous year's final exams.		
80 to 100%	22%	77
70 to 79	40%	78
60 to 69	30%	77
50 to 59	08%	77
	100%	
General Average on All Subjects previous year's final exams.		
80 - 100%	11%	74
70 - 79	51%	76
60 - 69	36%	78
	98%	

The above table indicates that the proportion of students favorable to the study of English is quite stable and probably not affected by spcial factors such as those illustrated.

Most students rejected the idea that they study English mainly because the school requires it. Again it is evident that student's attitudes on this question are not related to sex, the kind of schools they attend or their general academic level. It was found that previous school marks in English are somewhat related to the response to question 53. Students who had received lower English marks at school were more likely to say that they studied the second language mainly for school credits. However, this was obviously not a strongly held opinion because when students were asked to choose the most important reason for learning English, only 3% of all Quebec students picked School Credits.

Political Arguments Against The Importance Given to English in the Quebec Curriculum.

With the strong nationalist feeling finding expression in the province of Quebec, talk about a unilingual state and suggestions to reduce the importance of English in the schools, it is interesting to see what effect all this has had on attitudes of young people toward learning English. In order to get some measure of this, five arguments against giving English major emphasis in the school curriculum were presented to each student, and again he was asked to take a position. It was found that certain arguments received support from students.

The five arguments and student reaction to them are presented below: The percentages show what proportion of Quebec students identified with each argument:

Voici comment plusieurs expliquent leur position à l'importance donnée à l'enseignement de l'anglais aux Canadiens de langue française. Certaines de ces explications valent-elles pour vous?

Table 4. Percentage of Students who agree With Each of Five Arguments Presented Against the Importance Given to English on the Curriculum

	% Yes		
	Quebec	N.B.	Ont.
Une personne qui apprend bien l'anglais court le danger d'acquérir une formation intellectuelle anglaise plutôt que française.	10	22	22
Une connaissance de l'anglais peut appauvrir la connaissance du français.	14	31	29
Une partie du temps que l'on consacre à l'étude de l'anglais peut être mieux utilisée pour l'étude des sciences ou des autres matières au programme.	25	26	16
Les provinces anglaises n'accordent pas à l'étude du français l'importance que la province de Québec accorde à l'étude de l'anglais.	74	53	52
Un Canadien d'expression française peut fort bien gagner sa vie sans connaître l'anglais.	51	42	38

The most effective argument seems to be the one that points to the policy of English provinces and claims inequality.

As well, about half of our university oriented students stand firm on their assessment that they could do without English if they had to, as they did on question 1 of the first series of attitude questions.

Students Were Asked Which Was The Most Important Negative Argument.

The argument that touches sensitivity to unequal treatment stands up as a firm conviction for many students. It is chosen as the most important argument against the importance given to the teaching of English by thirty-six percent of our Quebec group.

However, our original judgment that Quebec students want to learn English receives a boost in the finding that when each person was asked to indicate which of the five negative was the most important one, forty-three percent chose,

"A mon avis, aucune de ces raisons ne vaut."

This may be an underestimate of the individuals who felt this way, because many had committed themselves to supporting several of the arguments presented.

It is psychologically difficult, once a committment of this kind has been made- even on an impersonal questionnaire- to reverse this and say,

"None of the things I said were serious."

When one is asked to make a choice, it is easier to choose an item one has already supported, than to ignore all the possible choices.

The other twenty-one percent of the students scattered their preferences among the other four arguments.

New Brunswick and Ontario students followed the same pattern as Quebec students, but none of them rejected all arguments against English. Their vote on the most important reason was:

	N.B.	Ont.	Que.
Aucun	49%	59%	43%
Egalité	25%	23%	36%
	74%	82%	79%

The nationalist argument did not appeal to as many of the students of neighbouring provinces as it did to the Quebec students.

2. Why Quebec Students Want to Learn English

We have seen that large numbers of students supported any logical reason that we suggested for the study of English. To find the relative strength of these attitudes, one has to look at the answers given when each person asked to choose what he considers to be the main reason of the ones we suggested.

Fifty-two percent of our group of Quebec students voted either that it was essential to their future work or that it would be very helpful in the work that they intended to do as adults.

The next in importance was a political reason- that as Canadians, they felt it was important to learn English. Sixteen percent of our Quebec group chose this as the most important.

The third largest group- twelve percent, chose the item having to do with being able to communicate more fluently with English-speaking friends.

These three choices took in eighty-two percent of the students.

It is obvious that Quebec students are almost unanimous in the view that a knowledge of English is related to their careers, and that 59% of these consider this relationship to be the most important single reason for studying the language.

This is not the attitude of people who are studying a foreign language as a matter of cultural refinement or of casual interest. They see English as their second language, not as important as their mother tongue; but a natural part of their heritage as Canadians.

Why Quebec Students Want to Learn English - The Main Reason

We have shown that three-quarters of the Quebec students in our group identified with most reasonable arguments in favor of the study of English, and that this support did not seem to be related to such factors as sex, kind of school attended, or the marks received in English at school.

We asked each student to choose which he considered to be the main reason for studying English of the nine we presented:

Quelle raison considérez-vous comme étant la plus importante pour vous? Choisissez-en une.

Table 5. Percentage of Quebec Students Who Chose One of Eight Reasons for Learning English as the Main Reason

Chosen as the main reason for learning English:	% Pour.
Indispensable a l'emploi	15
Un avantage pour mon travail	37
Parler des amis de langue anglaise	12
Lire les journaux anglais etc.	06
Lire des oeuvres de la literature	03
Voyager à l'étranger	05
Visites ou Canada Anglais	01
Comme canadien je dois aussi connaître l'anglais	18
Pour obtenir mon diplôme	03
N=1570	100%

Work is the Main Reason

When you combine the students who chose the first two reasons you find that fifty-two percent of the students considered that the most important reason for studying English had to do with their work; in other words their livelihood or their careers.

One could speculate that communicating with friends (or colleagues at work) chosen by 12% was somewhat related too.

Eighteen percent chose the political, patriotic reason and the other reasons received scattered support.

The Option of Criticizing the Importance Given to English in the Schools.

We saw that students accepted or agreed with some of the arguments that are current which urge a cut-back in the importance given to English on the Quebec curriculum. The two which received the most support were the one that French was not given enough attention in the English provinces and the statement that one could get along in the work world without English. When each person was given the task of choosing the most important of the five arguments, only one stood up. Forty-three percent of the students said that none of the arguments was really important. Thirty-six percent stood by their feeling that their language was in an inferior position in English schools, and the other twenty-one percent scattered their votes among four arguments.

After giving each student the opportunity to vote for or against each individual argument, he was asked,

Quelle raison considérez-vous comme étant la plus importante pour vous? Choisissez-en une.

The vote follows:

Table 6. How Quebec Students Voted When Asked Which Was the Most Important of Five Reasons Opposed to the Intensive Study of English.

Reason chosen as the most important:	%
Danger d'une formation intellectuelle anglaise	03
On peut appauvrir sa connaissance du français	04
On peut mieux utiliser le temps pour autres matières	06
Le français n'est pas égale aux écoles anglaises	36
On peut gagner sa vie sans connaître l'anglais	08
A mon avis, aucune de ces raisons ne vaut	43
N=1570	100%

We see that the statement about earning one's living without English, which had received 51% support on a straight vote, was left with the support of only 8% of the students as the main reason.

The Main Reasons Given are Similar for Various Grouping of Students

If you examine how students voted in the various types of schools, how boys compared with girls and the relationship between the vote and the marks in English received at school, you find that the main pattern does not change. The same three items-work, duty as a Canadian and communication with friends receive the bulk of the vote, and in the same order.

Table 7. Three Main Reasons for Learning English: How various Groups of Quebec Students Voted.

	Percentage of Students Voting for These as Main Reason.		
	Work	Duty	Friends
Ecoles Publiques	59	16	12
Belles Lettres	47	19	14
Boys	56	17	11
Girls	36	21	19
School Marks in English			
80 to 100	48	24	14
70 to 79	52	17	13
60 to 69	55	14	11
50 to 59	58	14	11

School as a Factor

The student presently studying at collèges classiques do not seem to consider work as the most important reason for studying English, as do students presently at University. University students are closer to the time when they will enter the work world and in non-professional faculties. Many students at collèges classiques hope to enter professors which do not require English.

Sex

Girls vote in much fewer numbers for work. The explanation may be that some of them consider that they will not have to work.

School Grades in English

Poorer English students may feel conscious of their deficiency as a threat to their careers and so put more importance on work or the main reason for learning English.

Vote on Main Reason Tested for the Possibility that There Might be Great Difference Related to School etc.

We find that the proportions of students who choose the two alternatives- the one showing sensitivity to an inequality in the position of French and the difficult decision to say that none are important enough to suggest a cut-back on English teaching, are very stable. Again, we tested this stability of the two main choices according to school etc. and this is what we find:

Table 8. How Various Groupings of Quebec Students Voted On the Two Most Popular Choices When Asked to Choose the Most Important of Five Reasons Opposed to the Intensive Study of English.

	Percent of Students Choosing Two Main Reasons	
	Egalité	Aucune
Ecole Publique	38	39
Baccalaureats	34	37
Mixtes	39	43
Belles Lettres	35	46
Boys	37	41
Girls	34	50
English Marks Received at School		
80 to 100	31	49
70 to 79	37	42
60 to 69	37	43
50 to 59	44	33

The most important differences here seem to be:

1. The top English students and the girls are strongest in support of the retention of English as an important subject. The connection here may be that the girls are also better students in English and both groups seem least willing to take strong critical positions.

2. The weakest English students are the least likely to say that none of the reasons are valid. This may be explained by the fact that they voted 11% in support of the idea that the time could be better spent on other subjects. Some of them may be more worried about their general standing than about their English. They are also the strongest supporters of the principle of equality for their own language.

Outside Support for Our Findings on Attitudes

A study done for the Royal Commission by John W.C. Johnstone entitled, Young People's Images of Canadian Society offers some support to our conclusion that French Canadians want to learn English and to some of the reasons why they think it is important.

The Johnson study is based on a national sample of young people, 13 to 20 years of age from all ports of Canada and including people who worked as well as students.

English is Important in the Work World

One of the items explained by this survey was the importance attributed by young people to various factors helping a young person to get ahead in Canadian life. Young people were asked to indicate whether they thought such things as good grades in school, getting a university education, knowing the right people, having the right religion etc. were important in getting ahead.

Quebec young people voted in higher proportion than for any other single item for the factor of

"Be able to speak both French and English" 72%

Non-Quebec French-Canadians were almost unanimous, with 87% voting that it was important.

He also asked his sample of young people if having a better speaking knowledge of the second language would be helpful in certain ways. Young people who said that French was the language spoken in their homes voted in the following way to the question posed.

Table 9. Vote of a National Sample of French-Canadian Young People on each of Nine Suggested Ways In Which a Better Knowledge of English Might be Useful to Them.

Dans la liste suivante, à quels points de vue meilleure connaissance de l'Anglais vous serait-elle sûrement utile soit maintenant, soit dans le futur?

The vote on each question was as follows:

	% Pour
Pour parler avec mes ami(e)s	49
Pour avoir de nouveaux(elles) ami(e)s	63
Pour sortir avec des personnes de l'autre sexe	51
Pour obtenir des meilleures notes en classe	71
Pour trouver un emploi	92
Pour progresser dans le domaine ou j'espère travailler	83
Pour aller dans plus d'endroits dans ma ville, ou mon village	52
Pour voyager dans différentes parties du Canada	89
Pour lire ou regarder la télévision	80

French-Canadian Young People Agree with Reasons for Learning English

The above table is presented as evidence that the support for many of the arguments we tested in favour of learning of English is not restricted to university oriented young people across the country and his findings were substantially similar to ours.

Positive Attitudes to the Study of English Are Not Related to High Scores on Our Tests

Although most Quebec students seem to be highly motivated to learn English, their favorable attitudes to the study of the second language are not translated into high scores on our tests. There is very little difference in the average scores between those who support any given reason for studying English and those who do not.

Let us look at the marks received by Quebec students on our two tests, dividing them into people who agree or disagree with various reasons for studying English.

Table 10. Average Test Marks vs. Attitudes - Quebec Students

Reason for Study of English	Mean Listening Marks		Mean Reading Marks	
	Oui	Non	Oui	Non
Essentiel emploi	48.1	48.3	44.1	46.8
Aide travaille	48.0	49.4	45.0	48.8
Parler amis	47.6	50.1	44.8	48.9
Lire journaux etc.	47.1	53.6	45.0	48.7
Literature anglaise	48.1	47.6	46.1	43.8
Voyages étrangers	47.5	49.8	45.0	47.5
Visites autres provinces	47.3	49.3	44.7	46.8
Devoir Canadien	48.4	48.1	45.0	46.8
Pour diplôme	41.9	49.6	41.0	46.6

Attitudes Not Related to Achievement on Tests

We see that all the mean scores above- those which represent students who express an attitude favorable to the study of English, and those which do not- are very close to the mean scores for Quebec students:

Mean Scores - Quebec Students

Listening - 42.2, Reading- 45.5

This leads one to suggest that though some students develop a reasonable fluency in English and some do not, for the French-Canadian students in the survey this happens independently of their favorable or unfavorable attitudes to the study of the second language.

This is not to say that attitudes are unimportant. It will be shown that there are influences in French Canada which make the learning of English an almost involuntary process for some, and on the other hand, circumstances that make the acquiring of English a difficult thing for others who may have a great desire to learn.

One might ask whether the overwhelming support that we found for most of the reasons presented in favour of learning English simply reflects a recognition among French-Canadian young people of the importance of English in their lives. They want to learn English because they see it as a necessity. Whether they succeed in becoming fluent in the second language depends on other things.

A Favorable Attitude Indicates a Desire to Learn

A favorable attitude simply indicates a desire to learn English. Perhaps this proposition could be modified to say that it only represents a willingness to learn. In itself, it does not guarantee success in learning. It is certainly only one of many factors that are related to such success.

Other factors include the individual's aptitude to language learning, the quality of the course and of the teachers, the amount of effort and, obviously, the nature of the feelings he has to English Canada. In actual practice, the results of this study seem to indicate that an extremely important factor, if not the most important one under present conditions, is the amount of natural, informal contact the individual has with the English language.

If all these and other factors were equal for all students, one might expect that a student with a favorable attitude would do better than one who is opposed to learning English.

All Other Things Are Not Equal

However, we cannot say that all other factors are equal.

We do not have information about the language aptitude of each student, nor can we say much about the various methods of teaching or of the curriculum as they apply to the students who took our tests.

However there are some present inequalities which seem clearly to be realted to differences in achievement in English. In the pages that follow, an effort will be made to examine them.

III General Test Results

Quebec Students Do Not Approach Native Fluency in English

The overall picture that appears when one examines the results of the two tests of English given to students as part of this study is that there is a great difference in the standard of English of the Quebec French-Canadian students as compared to that of English-Canadian young people. This, of course, is not an unexpected result.

The comparison is made by simply presenting the average marks received by the French-Canadian students tested and those of a group of English-Canadian high school students who took the same test.

Table 11.

Average Test Scores
Main Groups of Students

Group Tested	N	Mean Scores	
		Listening Test	Reading Test
English Speakers	76	90.5	79.9
Quebec Students	1570	48.2	45.0
New Brunswick Students	108	69.1	54.3
Ontario Students	124	85.1	76.0

Test Scores of English Speakers Almost Twice as High as Those of Quebec Students

Table 12 shows that the average scores of Quebec students of French-Canadian origin are much lower than those obtained by the group of English-Canadians who took the same tests. New Brunswick students are closer to the native speakers and Ontario students are almost equal to them.

Converting Scores Makes Comparison Easier

The comparison is easier to see when the average scores in table 1 are converted in terms of the results obtained by the English-speaking students. When this is done, the following figures are obtained:

Table 12. Mean Test Scores of Main Groups Converted in Terms of English Speakers

Groups Tested	N	Mean Scores	
		Listening Test	Reading Test
English Speakers	76	100%	100%
Quebec Students	1570	53	56
New Brunswick Students	108	76	68
Ontario Students	124	94	95

The Top Quebec Students Compare More Favourably to Native Speakers and Students of New Brunswick and Ontario.

Although the Quebec group as a whole does not match up to the average score obtained by English-Canadian students, the top quarter comes closer to this standard. Table 3 compares the top quarter of Quebec students to the bottom half of New Brunwick students and the bottom quarter of the Ontario group. The scores used in this table are converted in terms of mean scores of native speakers:

Table 13. Comparison of Mean Test Scores of Top Quarter of Quebec Students with Those of New Brunswick and Ontario Students.

Groups Tested	N	Mean Scores Converted in Terms of Native Speakers	
		Listening Test	Reading Test
Top Quarter of Quebec Students	468	83	86
Lower Half of N.B. Students	61	90	95
Lowest Quarter of Ontario Students	33	81	71
English-Canadian Students	76	100	100

N.B. The figures in table 12 are calculated from a preliminary tabulation of scores containing a larger number of cases than those represented in succeeding tables. They are used because similar details were not available in the new tables. However, mean scores do not differ very much in the two cases.

Mean Listening Test Scores	Quebec	N.B.	Ontario
Preliminary Tables	48.8	68.6	84.8
New Tables	48.2	69.1	85.1
Mean Reading Test Scores			
Preliminary Tables	45.4	53.8	75.9
New Tables	45.0	54.3	76.0

The Best Quebec Students

The figures in table 13 indicate that the best Quebec students compare reasonably well in their test scores to many of the French-Canadian students in New Brunswick and Ontario, and indeed, to the group of English Canadians tested.

IV School and School Practice

More training and better training in English are expected to produce better results. In a number of instances where we were able to check on this, we found that generally the expected did happen. People with more years of training in English generally did better than those with less. There was an exception to this in the case of students who said they had had all of their education in écoles publiques. Students who had teachers who spoke mainly English during their English lessons, using something of the direct method, did better on our tests. Students who said that English text books were sometimes used in their courses did better than those who did not have such an experience. Audio and Visual aids and language laboratories did not seem to produce better English students, though there may be an explanation of this.

The variations that seem to be due to differences in teaching practice, however, are smaller than those that might be explained by demographic factors.

1. Quebec Schools Provide the Basis for Further Development of Fluency in English

It is through the school that French-Canadians get their formal training in the English language. They study of English begins in most public schools in Grade Five, concentrating on conversation touching on subjects that have to do with the life of the child.[1] The elementary course is given by the regular class teacher for a regulation two hours a week.

The aims and objectives of the secondary school course beginning in grade 8 are described as follows on page 137,

'Programmes d'études des écoles secondaires - 1963':

LANGUE ANGLAISE

Importance

> A tous les degrés du cours, la première place appartient sans contredit à la langue maternelle, le français. Il faut cependant reconnaître la nécessité d'une maîtrise suffisante de la langue seconde, l'anglais. Le développement des moyens de communications, l'augmentation des échanges commerciaux, la multiplicité des emplois civiques et des services publics exigent souvent des Canadiens-Français qu'ils puissent s'exprimer en anglais. Par ailleurs, cette connaissance facilitera les relations entre notre groupe ethnique et l'élément anglophone du continent nord-américain.

---

1. See excerpts from a bulletin describing the teaching of English as a second language in Quebec Public Schools - appendix C

Toutefois, le point de vue utilitaire ne doit pas être l'unique préoccupation. Les littératures anglaise et américaine comportent des chefs-d'oeuvre qu'un homme cultivé ne peut ignorer. L'école secondaire doit proposer à l'étudiant cet aspect culturel, ne serait-ce que pour éveiller en lui le désir d'approfondir un jour des oeuvres de portée universelle.

Objectifs

L'enseignement de la langue anglaise doit poursuivre les buts suivants:

A) Entraîner les élèves à bien comprendre cette langue à l'audition et à la lecture, à la parler couramment et à l'écrire convenablement. Cet objectif relève de la connaissance proprement linguistique et ne doit jamais être négligé au profit exclusif de l'étude de la littérature et de la civilisation.

B) Permettre, grâce à une étude comparative, de distinguer nettement l'anglais du français. En plus de diminuer les risques de confondre dans la pratique la structure spécifique des deux langues, ce procédé aidera à enrayer l'infiltration de l'anglicisme dans la langue maternelle.

C) Faire acquérir, outre les connaissances positives, une méthode que nos jeunes gens, à quelque moment que s'achèvent leurs études, pourront utiliser en vue de maîtriser cette langue.

D) Faire apprécier la valeur culturelle de la langue anglaise et développer une attitude à la fois compréhensive et critique à l'égard de la littérature et de la civilisation anglo-saxonnes.

It should be noted that section C makes it clear that the secondary school English program is not expected to provide the student with a mastery of the second language.

The Secondary School Program

The secondary school program calls for teaching by specialist teachers. It envisages a continuation of conversational English, the development of a basic vocabulary of 2000 words by the end of grade 11, instruction in grammar, reading and writing. In the tenth and eleventh year, the student is expected to write a composition or letter of three or four paragraphs.

Students Included in our Survey

More than half of the students who were included in this survey said they had begun their study of English in grade four and had studied the language for seven or eight years; that is, more than the required minimum.

2. The Kind of School Attended

Although most of the Quebec students in our group received a reasonable amount of English at school, they did not all receive the same training. There are wide variation in scores received on our tests. Some of these may be explained by differences in school practice. There are different teachers, different teaching methods and even different school systems. Some of these influence will be examined in the next few pages.

The main route to a university education in Quebec has traditionally been through the collèges classiques. Normally a baccalaureat degree is obtained before entering university. Many university faculties demand this standing.

Some faculties admit young people who have completed eleventh year at an écoles publiques, or may not insist on completion of the baccalaureat for students who have completed most of their work at a collège.

The main groups of students included in our study are:

1. Students attending collèges classiques at the level of belles lettres.

2. Students in first year of year of university who have been admitted from écoles publiques.

We also have a small number of students in first year of university who have had some école publique and some collège classique training, and another small group which entered university without necessarily having completed the baccalaureat. These have done all their studies at collèges.

The average scores of the four groups are presented below.

Table 14. Average Test Scores of Four Groups of Quebec Students.

Type of School Attended	N	Mean Scores Listening Test	Reading Test
Collèges Classiques Belles Lettres	977	48.0	46.9
Ecoles Publiques	389	45.6	39.8
Mixed Group	97	48.9	43.2
Collèges Classiques (Others)	95	60.1	56.9

Average Scores Vary

The average scores for these four groups are different, the lowest scores being obtained by students who have had all their training in écoles publiques. The last group has the highest scores, but they are an older and obviously a relatively select group. The mixed group, whose members have had some training in collèges are closer in their scores to the two main groups.

Two Main Groups Will be Compared

There are large enough numbers only in the Belles Lettres group and the group educated in écoles publiques to make comparisons between two school systems.

Collèges Classiques and Ecoles Publiques

There are differences in the average scores obtained by students from the two main school systems. This is especially true for scores on the Reading test where the means differ by 7.1 points.

From the information obtained through the questionnaires, the writer will try to see if these differences are due to the differences in the two systems or to outside factors. First, some things that have to do with the schools.

When English Training Was Begun

There is some difference, with an edge for students of colleges classiques in the grade in which the study of English was begun:

Table 15. Students of Ecoles Publiques and Collèges Classiques Compared as to the Grades at Which They Began to Study English at School.

	N=387 Publiques	N=989 Classiques
Started before Grade 3	3%	6%
Started in Grade 3	14%	22%
Started in Grade 4	56%	58%
Started in Grade 5	14%	10%
Started after Grade 5	13%	4%
	100%	100%

Years of Training in English

There is a difference in years of training too. This time the edge is in favour of the students of écoles publiques, who are older and have had more years in school, but perhaps did not follow as integrated a program in English as the collèges students. This is shown in table 16.

Table 16. Students of Ecoles Publiques and Collèges Classiques Compared as to the Number of Years English was Studied at School

Years of Training	Publique	Classique
Less than 6 years	6%	5%
6 years	11	17
7 years	26	44
8 years	29	23
9 years	13	7
More than 9 years	15	4
	100%	100%

School Equipment

We have two small indices of the equipment available for teaching English in the schools. Students were asked whether their teachers used recordings or tape recorders in their teaching, and if they had language laboratories. The collèges classiques have some advantage if these indices reflect equipment available to the school.

	Percentage of Students Who Said Equipment was Not Used in their classrooms	
	Publiques	Classiques
Audio equipment- e.g. recordings, magnetic tapes	82	77
Language Laboratories	87	61

Classical Languages

Latin, and in Quebec, Greek are part of the traditional training given to the academic stream - students who intended to go on to university. Only 6% of the students of écoles publiques said they had taken Latin, compared to 91% for the collèges classiques.

Use of English Textbooks

Use of English textbooks, even though they may not be the main texts would be expected to help the learning of English. 34% of the students from écoles publiques said that they had at some time used English textbooks compared to 23% of the collèges students. Here the edge is to the publiques.

Direct Method of Teaching English

Students were asked whether they had been taught by teachers who used mainly English in their English classes. 34% of écoles publiques students said they had never had such teachers compared to 17% from collèges. If the direct method is a reflection of better teaching, the collèges classiques have it.

Influence Outside of School - Equal Exposure

This report will show that influences outside of school are quite important in helping to explain differences in fluency in English. A few items of comparison seem to indicate that the outside influences are not much different for the two groups of students.

Table 17. Students of Ecoles Publiques and Collèges Classiques Compared as to their Isolation From English Influences Outside of School.

Way in Which Isolated From English	Percent of Students	
	Publique	Classique
No English Spoken in the home	84%	80%
No extended visit to and English milieu in past two years	64	65
No English T.V. watched	20	22
Do not listen to English radio	37	39
Do not read English newspapers	27	24

Differences in Schools Seem to Explain Differences in Scores

An inventory of items of school practice as they variously apply to students of collèges classiques and écoles publiques will illustrate the advantages for each group in the learning of English.

Item	Collèges Classiques	Ecoles Publiques
Residence at School	29% were residents	3% were resident students
Beginning of Training in English	28% started before Grade 4	17% started before Grade 4
Length of Training	11% have studied 9 years or more	28% have studied 9 years or more
School Equipment	39% reported language labs in their schools	13% reported language labs in their schools
Classical Languages	91% had studied Latin or Greek	6% had studied a classical language
English Textbooks	23% had used English texts	34% had used English texts
Direct Method of Teaching English	66% had been exposed at some time to direct teaching	83% had been exposed at some time to direct teaching
Influence of English Outside of School	There was no significant difference found in the exposure of the two groups to English outside of school	

Students at Collèges Classiques Have More Advantages

In most items illustrated above more students of collèges classiques are involved in school practices which logically should be helpful in learning English than is the case for the other group of students.

However both groups are about equally exposed to the influence of English outside of school. It is then reasonable to assume that the higher achievement of collèges students is related to the kinds of schools they attend rather than to the greater exposure to the English-speaking milieu.

3. Variations in School Practice

Variations in school practice may account for some of the differences in mean score for students coming out of the two systems. We will now examine some of these same practices on their own merits in the way that they seem to be related to success in learning English.

Starting Age for Study of English

There are differences of opinion among linguistists about the best age at which to start studying a second language. The data collected for this study seems to support the view that there is some advantage in starting early.

Each student was asked to check the grade at which his school instruction in English began.

Over half (56%) started English in Grade 4
20% started in grade 3
11% started in grade 5

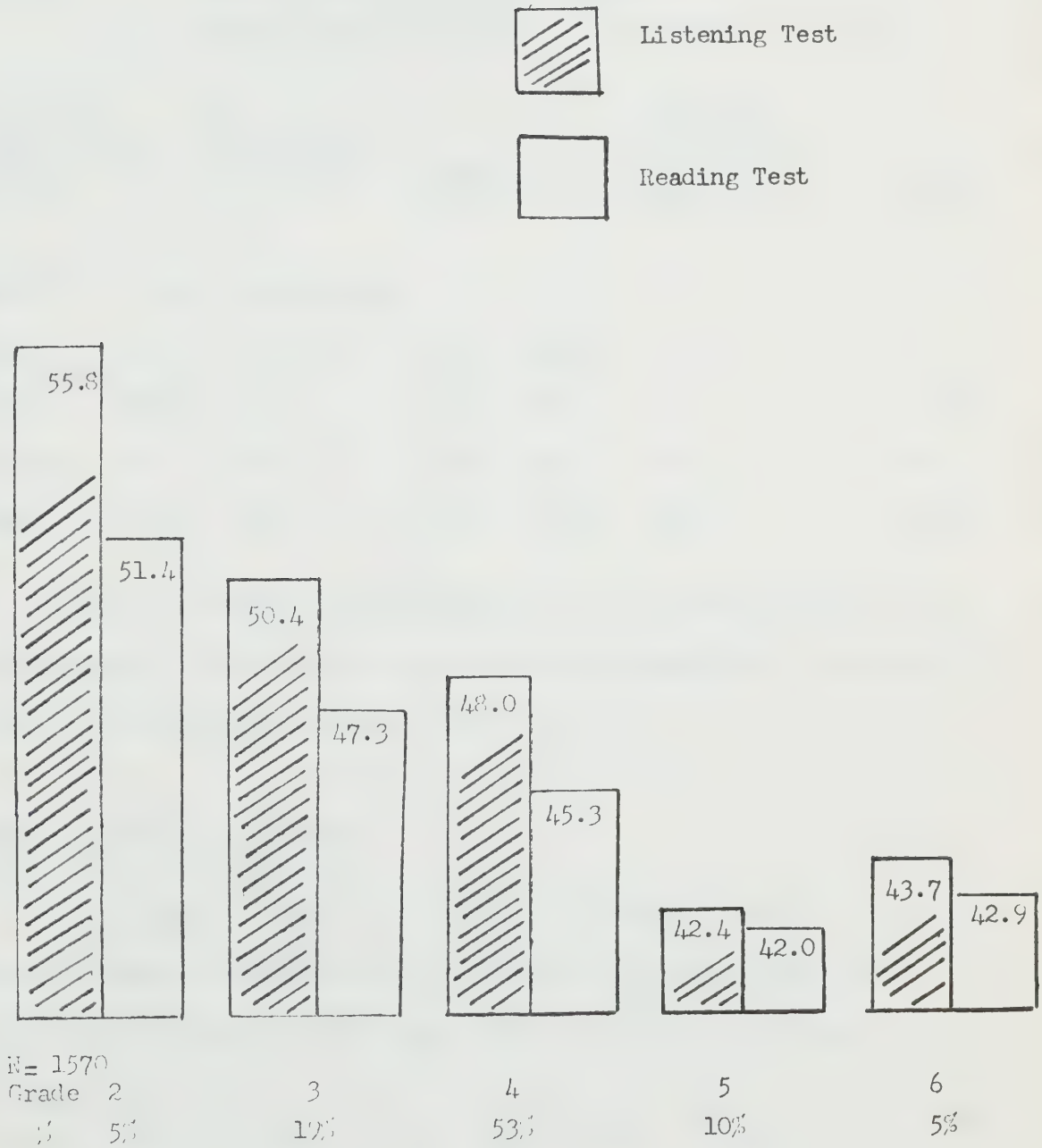
The relationship between starting grade for English and scores on the two tests is shown in chart 1.

For Students in Collèges classiques Starting Early is Related to Higher Scores

It can be seen that the highest scores by far are obtained by students who began to study English in second year. On the other hand, there is little difference between students who started in fifth year and those who began in sixth year. In fact, there is a slight reversal of the trend.

CHART 1

Grade At Which Study of English
Was Begun
vs. Mean Test Scores -
Quebec Students



The discrepancies in the pattern are due to the fact that though marks go up consistently with earlier starting grades for students of collèges classiques, the same is not true for graduates of écoles publiques. The differences are shown below:

Table 18. Grade at Which English is Begun vs. Test Scores Two Main School Systems

Training in English Began in Grade	Publiques Mean Scores %	Listening Test	Reading Test	Classiques Mean Scores %	Listening Test	Reading Test
Grade 2	not enough cases			5%	56.1	50.9
Grade 3	14%	46.5	39.6	20%	50.1	48.2
Grade 4	56%	46.6	40.0	56%	47.5	47.0
Grade 5	14%	39.7	38.0	11%	42.5	43.4
Grade 6	9%	45.9	42.6	3%	40.0	41.1

It can be seen that starting grade has no consistent relationship to achievement in English for public school graduates, but for students presently studying in collèges it has.

Years of Training in English

It is logical to expect that years of training in English will be directly related to achievement on a test of English. However, the results on our test force one to say that this is not necessarily so.

Sometimes, students with more years of English in school do worse than students with less. Chart 2 shows the average marks received by Quebec students grouped according to the number of years they have studied English in school.

There is No Consistent Relationship between Years of Training and Achievement on the Two Tests

Looking at the chart, one gets the general impression that marks go up for groups of students who have more years of English in schools, but the trend is erratic.

Collèges Classiques and Ecoles Publiques

Again we find a difference depending on the kind of school attended. If the students of the collèges are separated from those of écoles publiques, we get opposite trends for the two groups.

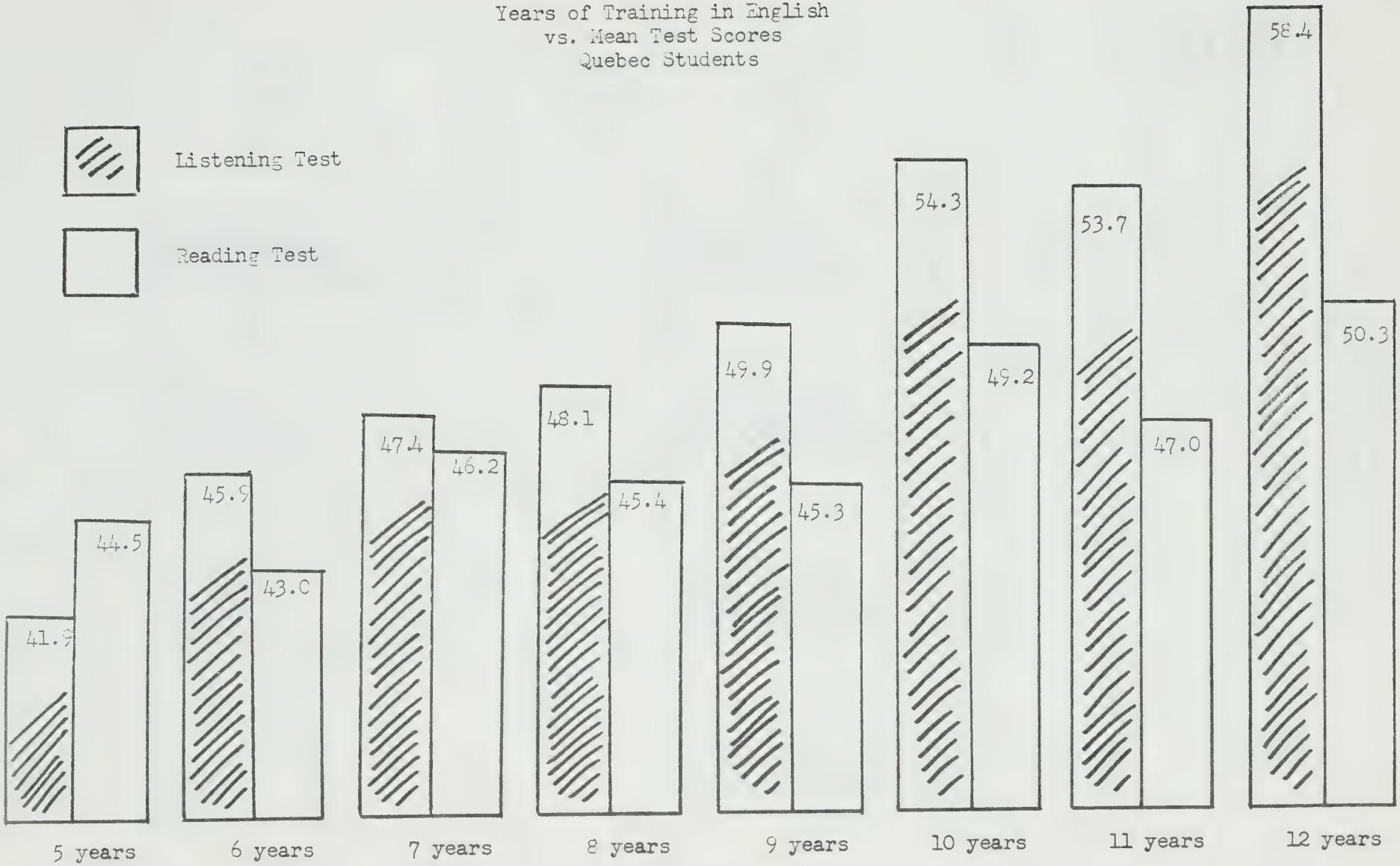
Chart 3 shows that for the collèges, the students with more training, on the average, do better on the tests than those with less training. The opposite is true for graduates of écoles publiques.

Longer Training is No Guarantee of Better Results

An examination of chart 3 will show that for students at collèges classiques, those who have had more of study in English do better on our tests than those who have had less. The differences in somes cases are very small from year to year, but the trend is consistent. This is what one should expect.

CHART 2

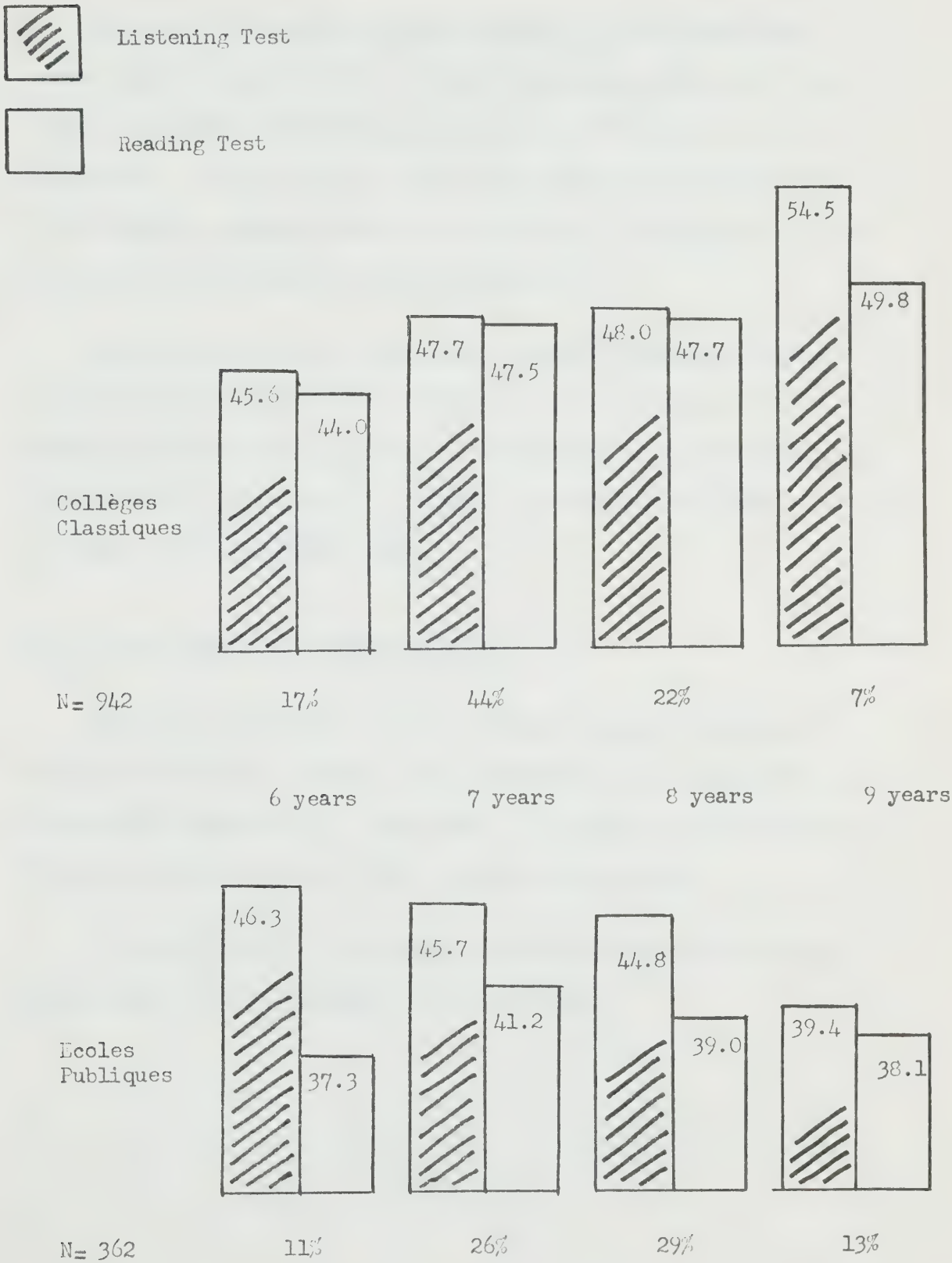
Years of Training in English
vs. Mean Test Scores
Quebec Students



N= 1570	4%	14%	35%	22%	10%	4%	3%	2%

CHART 3

Years of Training in English
vs. Mean Test Results
Collèges Classiques - Ecoles Publiques



However, for students who have studied in écoles publiques, it seems that the longer one has studied the worse becomes one's knowledge of English. The reasons for this are not clear, but the figures are. On the basis of these statistics one could certainly not recommend a simple increase in the years of training to improve the knowledge of English in écoles publiques.

Other factors must be important. We have seen that students of écoles publiques are less favored in certain school practices. Perhaps as well, the integration of the English course from beginning to end, which is the rule in collèges, is sometimes not done in écoles publiques until secondary school.

The Direct Method of Teaching English

The direct method of teaching a second language involves the exclusive use of the language one is teaching in the classroom even when making explanations. This method, of course, requires teachers who are thoroughly fluent in the language being taught.

We asked students if they had teachers who used mostly English while teaching this language in the classroom.

Langue d'enseignement dans les cours d'anglais.

Ligne 23. A l'école primaire, avez-vous eu un professeur d'anglais qui enseignait surtout en anglais?

1. Jamais.
2. Pour une année seulement.
3. Pour deux années seulement.
4. Pour trois années ou plus.
5. Je ne me souviens pas.

Ligne 24. Après l'école primaire, avez-vous eu un professeur d'anglais qui enseignait surtout en anglais?

1. Jamais
2. Pour une année seulement.
3. Pour deux années seulement.
4. Pour trois années ou plus.
5. Je ne me souviens pas.

English is Taught in this Way Only at Secondary Level.

According to the students in our group, English is taught mainly in English, with few exceptions, only at the secondary level. Only 10% of the Quebec students answering said they had this kind of teaching at both the elementary and secondary level.

Table 19. Test Scores of Quebec Students Whose Teachers Used Mainly English in their Classroom in Teaching of the Second Language. Elementary or Secondary School.

Elementary or Secondary Schools	% of Students	Mean Scores Listening Test	Mean Scores Reading Test
Never	22%	42.5	40.5
Secondary School only	67%	48.3	46.5
Elementary and Secondary	10%	54.4	49.3
N=1570	100%		

Students Benefit from Direct Teaching Method

Those students who had their English classes taught mainly in English at some time in their school experience made higher average scores. An effort to teach by the direct method seems to be helpful to students. The more experience students had with this kind of teaching the higher their average scores as is shown by the following table.

Table 20. Test Scores of Quebec Students Whose Secondary School Teachers Used Mainly English in their Classrooms in Teaching of the Second Language.

Number of Years of High School Checked		Mean Scores Listening Test	Mean Scores Reading Test
Never	22%	43.0	40.7
One year only	17	44.5	43.9
Two years	17	47.2	45.9
Three years or more	42	52.3	48.6
Don't remember	2		
	100%		

Audio Aids for Teaching of English Not Widely Used

Although teaching aids like record players and tape recorders are being used ever more widely for the teaching of languages, their use does not seem to be part of the experience of very many of the Quebec students questioned in this study. Only 27% said they had ever been used in their English classes.

Lower Test Scores for Students Who Claim Aids Used

There seem to be a negative relation between the use of teaching aids and scores on the test of Listening.

Table 21. Mean Test Scores of Students Who Said that Teaching Aids like Tape Recorders and Record Players Had Been Used in Their Classrooms for the Teaching of English.

	%	Mean Scores Listening Test	Mean Scores Reading Test
Teaching aids used	27%	45.6	43.9
Aids not used	73	49.3	46.2
N=1570	100%		

Language Laboratories Used in Some Collèges Classiques

Language laboratories have also been used to help the teaching of languages in recent years. 29% of the Quebec students, mostly from collèges said they had been used in their schools.

Lower Scores for Those Who Used Language Laboratories

Most students who reported the use of language labs said they were used about one hour a week. However, their scores on our tests were worse than those who did not report the use of laboratories in their schools. One can only speculate as to the reason for this paradox. It is possible that they were often used for remedial work- poorer students using them, instead as a regular teaching procedure. On the other hand, they may not be effectively used, or they may not be effective.

Use of English Text Books in Certain Courses

There is some use of English text books in Quebec schools attended by French Canadians. These are probably used as supplementary texts and not the main text books.

Most Students Have Never Used English Text Books

70% of the Quebec students said they had never used English text books for subjects other than English.

Students Who Have Used English Text Books Have Higher Scores

The question on use of English text books did not ask how often the books were used in a particular year, but only if they were used for one year only or more often. There was some attempt to distinguish subject areas in questions 28 and 29, relating to the use of English texts.

q. 28 - History or geography

q. 29 - Science, Mathematics or other subjects.

It was found that those who used English text books generally had better test scores than those who did not. Details are given in table 22.

Table 22. Mean Test Scores of Students Who Said that English Text Books Had Been Used In the Teaching of Subjects Other Than English

Subject Areas in Which Texts Were Used	%	Mean Scores Listening Test	Mean Scores Reading Test
None	70	46.5	44.2
One year only in both subject areas	3	49.5	43.7
Science etc. One year only	18	50.8	47.5
Both subject areas - 2 years or more	2	57.7	52.9
N=1570	93%		

Classical Languages Taught Mainly in Collèges

Only 6% of the students graduating from écoles publiques had studied a classical language, while over 90% of those presently in collèges had studied Latin, Greek or both. It is therefore possible to compare the knowledge of English for students who have or have not studied classical languages only for the collège group.

Table 23. Study of Classical Languages - vs. Test Scores in English - Collèges Classiques - Québec

Classical Languages Studied	%	Mean Scores Listening Test	Mean Scores Reading Test
None	9%	41.8	43.5
Latin and Greek	60	45.3	45.2
Latin only	31	54.5	51.1
Total - 989	100%		

Students Who Have Taken Latin Only - Highest Test Scores

The largest number of students presently studying at collèges have taken both Latin and Greek. Their mean scores are close to the average for all Quebec students. Those who have studied Latin only are highest in English, well above the other two groups.

Study of Modern Languages other than English

Outside of collèges classiques modern languages other than English were studied by very few Quebec students in out group. Even in the collèges, it involved only about 10% of the students, most of them taking Spanish. The test scores in English were somewhat higher for students who also studied another modern language.

Table 24. Study of Modern Languages Other than English vs. Test Scores in English Collèges Classiques only

Modern Languages Studied	N. %	Mean Scores Listening Test	Reading Test
Spanish	64	49.8	51.4
None	890	47.4	46.3

Study of a Third Language Related To Higher English Scores

Students who have studied another language as well as their own and English are more fluent in English than those who have not. This suggests that practice in learning a second language may facilitate success in learning yet another. The difference in scores between students who studied only latin and those who had studied latin and greek is perhaps due to a lesser emphasis on English in the second case.

School Practice - What is the Most Important Factor Making For Success in Learning English

Most of the variations in school practice discussed in this chapter seem to be related to success in learning English, but the relative importance of each one is difficult to assess.

Quality of the Teacher and Type of School Attended

The individual differences in techniques seem less important than the quality of the teacher and the type of school attended, for the students included in this study.

Quality of the Teacher

We have only one index of the quality of the teacher; that is his use of the English language most of the time in his teaching of English. The 43% of students who have had teachers with sufficient confidence in their fluency in the language to teach this way - and for a period of three years or more have scores well above the Quebec mean.

The Kind of School Attended

The availability of teaching aids such as tape recorders and language laboratories, the teaching of classical languages, the use of English text books - all seem to be, at present, more a reflection of the general difference in school systems rather than factors that individually explain differences in achievement in English. The kind of school attended is at the moment, quite important.

V The English-Canadian Milieu

1. Fluency in English Varies According to Region

Although there is a relatively uniform program of studies for English in the province of Quebec, results varied on our tests greatly according to the part of the province where the student lived and received his education. We have three measures of the geographical distribution of students. One concerns their residence, another the location of the schools where they studied, and for the students of the collèges classiques, we have the location of the school where they are presently enrolled. All show variations which seem to be explained by the density of the English-speaking population rather than the differences in the quality of the English course.

We have found that variations in fluency in English do not seem to be related to attitudes. However, there are variations according to region. These variations are related to the density of the English-speaking population in the area.

Quebec and Neighbouring Provinces

Most of the students we tested were from the province of Quebec, but we also included a small group of students from each of the neighbouring provinces. The students from Ontario and New Brunswick were young people who had had all of their elementary and secondary education in French.

As one would expect, the students from province other than Quebec were much more fluent in English, according to our tests, than were Quebec students.

Table 25. Mean Test Scores of Students Grouped by the Province Where They Had Done All of their Studies

	Listening Score	Reading Score
All Quebec Students	48.2	45.5
New Brunswick Students	69.1	54.3
Ontario Students	85.1	76.0

Differences within Quebec

Within the province of Quebec, there were differences in mean scores which seem to be related to the relative density of English speakers in particular areas.

Two questions were asked each student - one about the residence of his parents and another about where he had received most of his schooling:

Q. 61. Avez-vous fait plus de la moitié de vos études dans une des villes suivantes (ou leurs banlieues)?

Q. 62. Avez-vous demeuré dix ans ou plus dans une des villes suivantes (ou leurs banlieues)?

Each of these questions was followed by a list of towns and cities (See questionnaire - Appendix A)

The students were grouped to form three classes:

1. Students in cities and towns having populations including 5% to 18% of British ethnic origin.

2. Students in cities and towns having populations including 1% to 4% of British ethnic origin.

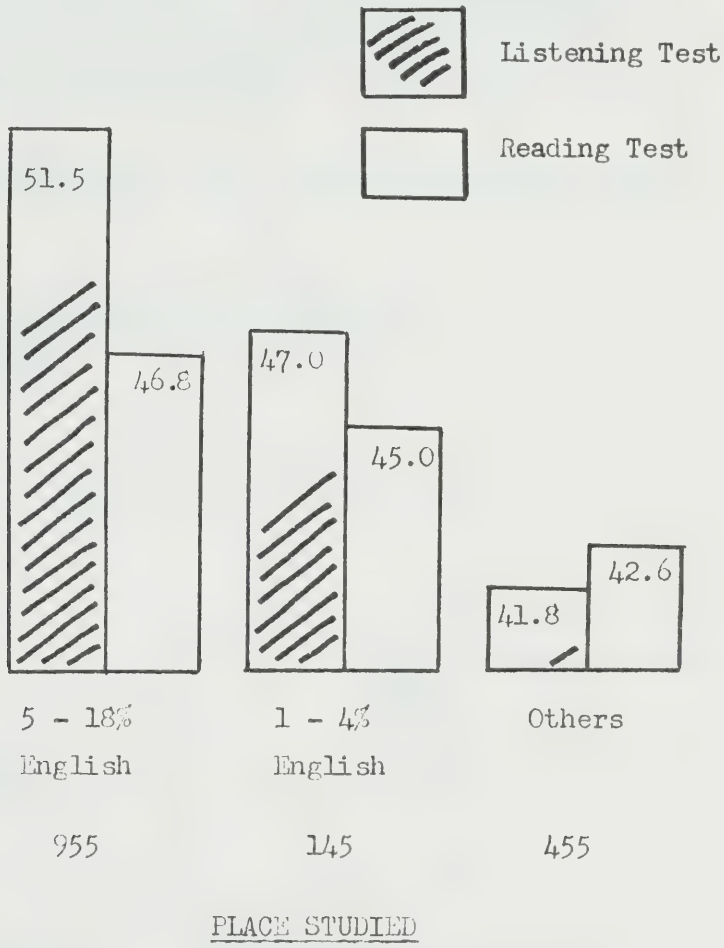
3. All others. Students from communities other than the cities and towns listed. Most of these were from smaller communities.

CHART 4

Fluency in English vs. Location of Schools

The following test shows the mean scores on our tests of the three groups of students according to where they had studied.

Mean Scores on Two Tests of English; Students Grouped According to Where More than Half of Schooling had been Taken.



It can be seen that scores on the Listening tests vary markedly according to the density of the English-speaking population of the community where students did a large part of their schooling. The average scores are much higher in those places where there is a greater opportunity for informal contact with English.

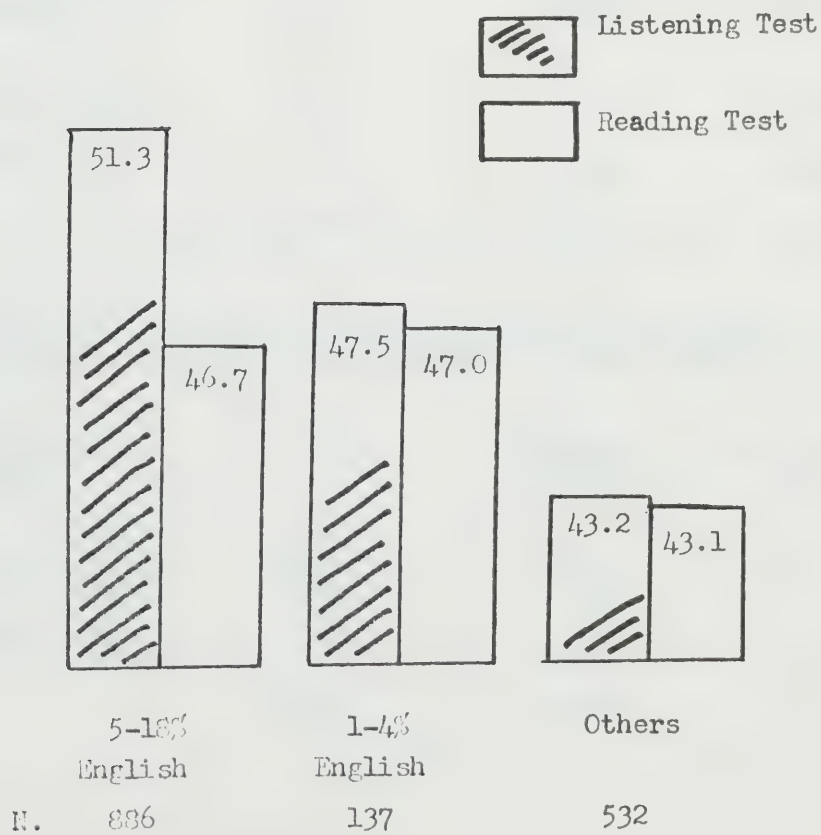
CHART 5

Fluency in English vs. Location of Residence

We grouped the students according to their permanent residences in the same way that we had done for the locations of their schools. The numbers in each of the three groups do not change very much, suggesting that schooling is usually taken close to home.

The mean scores on our two tests for the three groups is shown below:

Mean Scores on Two Tests of English:
Quebec Students Grouped According to Residence.



Classiques et Publiques

The two largest groups of Quebec students were students presently attending collèges classiques at the level of belles lettres and students now in first year university but having done all their earlier studies at écoles publiques.

To see whether the trend of improved Listening scores related to regions of higher density of English speakers was distorted by the combining of these two very different groups of students, tables were prepared for each group separately.

Table 26. Mean Test Scores of Students at Collèges Classiques Grouped According to the Places Where They Had Studied

Density of population of British origin	N	Listening Test	Reading Test
5 to 18% British origin	568	52.2	49.3
1 to 4% British origin	99	45.4	46.2
Others	309	41.1	43.0

Table 27. Mean Test Scores of Students at Collèges Classiques Grouped According to the Location of Their Residence

Density of population of British origin	N	Listening Test	Reading Test
5 to 18% British origin	520	51.2	49.3
1 to 4% British origin	91	46.1	47.5
Others	366	42.9	43.3

It is again clear that students who have lived in cities and towns with a high proportion of English speaking residents do better on the Listening test than those who live in communities with fewer English speakers.

The same is not true here for Reading test scores, and this may be due to the difference in quality of English teaching in Urban and rural schools. The 'others' category probably represents a high proportion of rural students.

Table 28. Mean Test Scores of Graduates of Ecoles Publiques Grouped According to the Places Where They Had Studied

Density of population of British origin	N	Listening Test	Reading Test
5 to 18% British origin	252	47.7	40.1
1 to 4% British origin	30	45.0	42.7
Others	104	40.5	37.9

Table 29. Mean Test Scores of Graduates of Ecoles Publiques Grouped According to the Location of Their Residence

Density of population of British origin	N	Listening Test	Reading Test
5 to 18% British origin	245	48.2	40.3
1 to 4% British origin	31	45.6	42.7
Others	112	40.0	37.9

Listening Scores Related to Opportunity for Informal Contact With English

All of the tables in this section of the report support the hypothesis that knowledge of English, at least the ability to understand spoken English (as measured by the Listening test) is related to the opportunity for informal contact with the English language.

It will be noted that the Reading marks do not consistently follow the same trend. It will be remembered that students who indicated that they lived in none of the towns or cities mentioned probably came from smaller centers. This variation may be due to an urban-rural difference.

Proportion of High Scores Regional Variations - Collèges Classiques

A measure that seems to have good sensitivity to regional differences is the relative number of reasonably fluent students in a particular grouping. A chart was produced dividing the students of the collèges classiques into eight regions according to the locations of the schools they are presently attending. 60% was arbitrary set as a good score and the proportion of students who have 60% or over was calculated for each group. The result is presented to illustrate graphically variations that are roughly related to differences in the ethnic composition of different areas.

There is some logic to this kind of classification. The number of good English achievers in a school is related to the success of the school, or of the influences in the community, to produce young people who have a reasonable fluency in the use of the language.

The test results of students presently enrolled at collèges classiques are used in this illustration because:

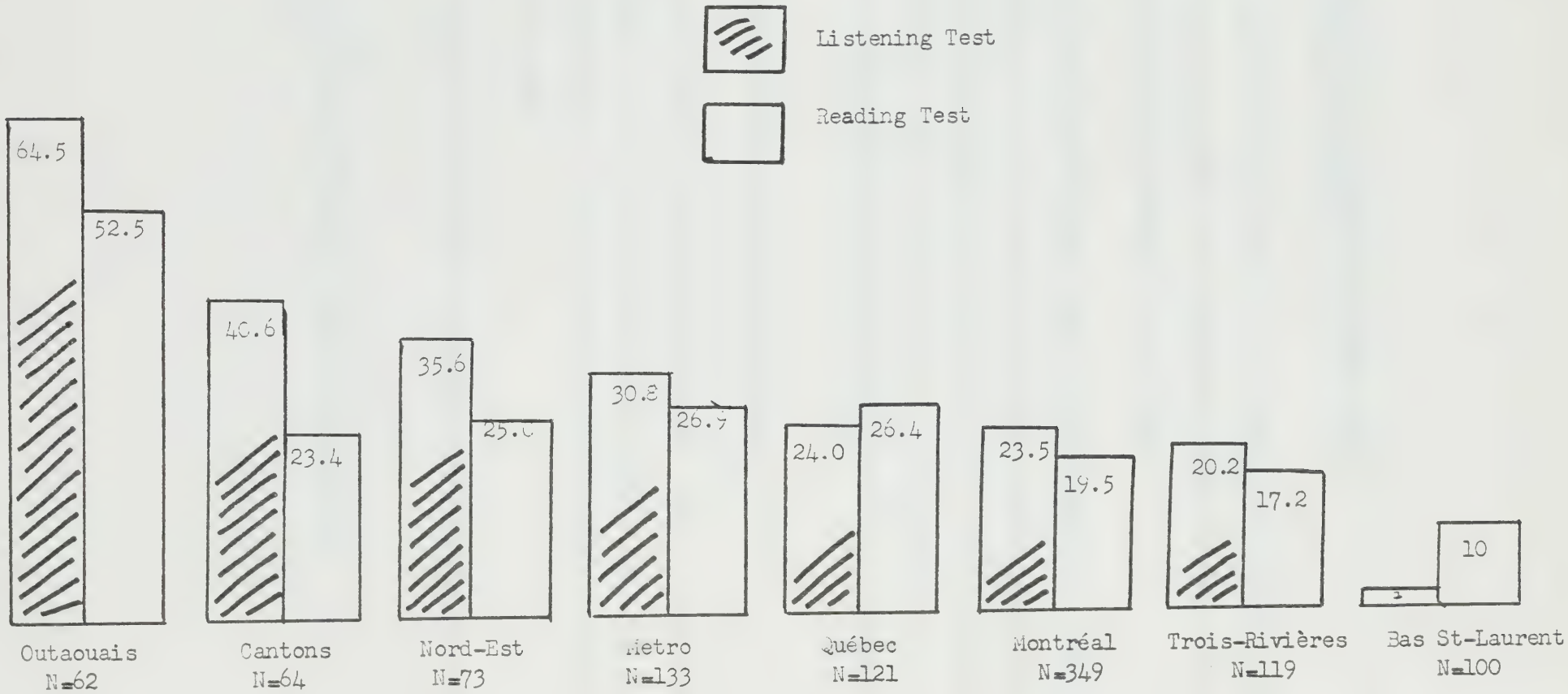
1. The actual location of each school is known.
2. It is assumed that the quality of instruction in these schools varies less than would be the case if different kinds of schools were included.
3. The students are all at the same level - belles lettres.
4. The details of the proportion of students with a score of 60% or more on each test can be calculated.

The chart described is used merely as in illustration because we can not say that the particular schools presented as being located in a particular region actually represent all the students of all the schools located in the region.

CHART 6

Collèges Classiques - Quebec

Percent of Students Who Received Grades of 60 or Higher by Region



Ethnic Composition of Residential Neighbouring vs. Fluency in English

An attempt was made to measure the influence of English-speaking people living in the immediate neighbourhood of the students on their knowledge of English as measured by our tests.

A complicated question was posed to each student (See questionnaire - lines 64 and 65) asking him if he had ever lived for any length of time in parishes which contained even a small proportion of English people. The question allowed for variations in the proportion of English speakers and the length of time spent in such communities.

French-Canadians Do Not Live in English Areas

Very few students in our group considered that they had lived in parishes which were even mildly English in character even for as little as two or three years. This was our finding in Ontario and New Brunswick as well as in Quebec.

The category checked by the overwhelming majority of students was:

> J'ai toujours demeuré dans les paroisses dont les habitants étaient tous ou presque tous Canadiens français.

The proportion of students who chose this in preference to all the alternative possibilities were:

Quebec students	87%
New Brunswick students	85%
Ontario studenst	73%

Those students who say they have lived in parishes which were not entirely French-Canadian, as a group, did much better on the English tests than those who did not.

Table 30. Mean Test Scores of Quebec Students Who Did Not Always Live in French-Canadians Parishes

Quebec Students only	Mean Scores	
	Listening Test	Reading Test
Always lived in French-Canadian Parishes	46.5	44.5
Not Always	57.8	51.2

Collèges Classiques vs. Ecoles Publiques

The differences in scores between students who say they have always lived in completely French-Canadian parishes and those who deviate even slighty from this residential pattern hold up when we examine separately students of the two main school systems.

Table 31. Comparison of Test Scores - Collèges Classiques vs. Ecoles Publiques For Students Who Did Not Always Live in French-Canadian Parishes

	Mean Test Scores	
	Always	Not Always
Students at Collèges Classiques		
Listening Test	46.4	53.9
Reading Test	45.9	51.2
Students from Ecoles Publiques		
Listening Test	44.1	56.1
Reading Test	39.0	44.6

Collège Students Have Higher Scores

It will be noted that whenever tables have been produced separately for students of collèges classiques and écoles publiques, the scores of collèges students have been consistently higher. This supports our previous conclusion that the differences in scores relfect differences in the types of school attended rather than greater or lesser opportunities for contact with the English-speaking milieu.

2. Contact With the English Milieu Is the Main Reason for Fluency in English

It is to be expected that contact with real, live English influences would improve one's English, and this is what we find. Some of the influences we were able to identify were English spoken in the home, with friends, during visits, radio, television, newspapers etc. Most of these have to do with speaking and listening, and we would expect them to be related to fluency in speech, and the understanding of the spoken word. They are. Students who reported contact with English at home, with friends, on television etc. did much better in the listening test than those who did not have as much contact. They did better on the Reading test too - a carry-over or bonus, perhaps.

The Region is An Index of the Opportunity for Contact

It has been found that students living in different regions of Quebec vary in the average scores which they obtain on the Listening test. There is a consistent rise in score when there is an increase in the density of people of British origin. The same trend, although it is not so marked, can be seen when examining Reading scores.

These are trends only, and cannot be interepreted to say that every French-Canadian student in an area that has a high proportion of people of British origin will be more fluent in English than every student in an area of lower English density.

The region is only an index, in this case, of the relative opportunity for contact with English people and their institutions.

Not every student living in a high density English area can or will take advantage of his situation to improve his knowledge of English.

The effect on any individual depends on his personal experience; in other words, the actual contact he has with the second language.

Some areas of personal contact were examined through the questionnaire, and this information was related to the scores on our tests.

Mother Tongue of Parents

Four percent of the Quebec students in our group were found to have one parent whose mother tongue was English. These students, as one would expect, have relatively good marks on our tests.

Table 32. Mean Test Scores of Quebec Students Who Have One Parent Who Is of British Origin

Quebec Students	Mean Scores	
	Listening Test	Reading Test
Both Parents French Origin	47.3	45.0
One Parent British Origin	66.3	55.4

One supposes that if one parent is of British origin, some English will be used in the home, but this does not necessarily follow.

Actual Speaking is What Counts

When one compares the test scores of students who say that a lot of English is spoken at home with those who have one English-speaking parent, it is found that the average scores are higher for the group that claims that English is used very much at home.

Table 33 Comparison of Mean Test Scores of Quebec Students Who Have One Parent of British Origin and Those Who Say a Lot of English is Spoken in the Home.

	N	Listening Test	Reading Test
English spoken at home often or more than French	85	72.5	57.1
One parent English	56	66.3	55.4

N.B.: The two groups are not mutually exclusive, but since the first group is larger, the comparison is valid.

English Spoken in the Home

Each student was asked about English actually spoken in the home, and the vast majority of Quebec respondents answered,

"On parle toujours français."

Line 41. Parlez-vous anglais au foyer?

Students were given five ways to answer:

1. On parle toujours français.
2. On parle parfois anglais.
3. On parle anglais souvent mais pas aussi souvent qu'en français.
4. On parle anglais aussi souvent que le français.
5. On parle anglais la plupart du temps.

The proportions of Quebec students who answered in different ways, and the mean test scores for each group is shown in chart 7.

It will be noted that over eighty percent of Quebec students said that only French was spoken in their homes. Their scores were relatively low. Students from homes where English was spoken did much better on our tests.

Listening Test Results - Large Differences

There was a difference of over ten points between the average marks of students who say English is not spoken in their homes and those who checked 'parfois'. And the ten points continues to separate each of the four groups on the chart.

Reading Test Results - Differences Smaller

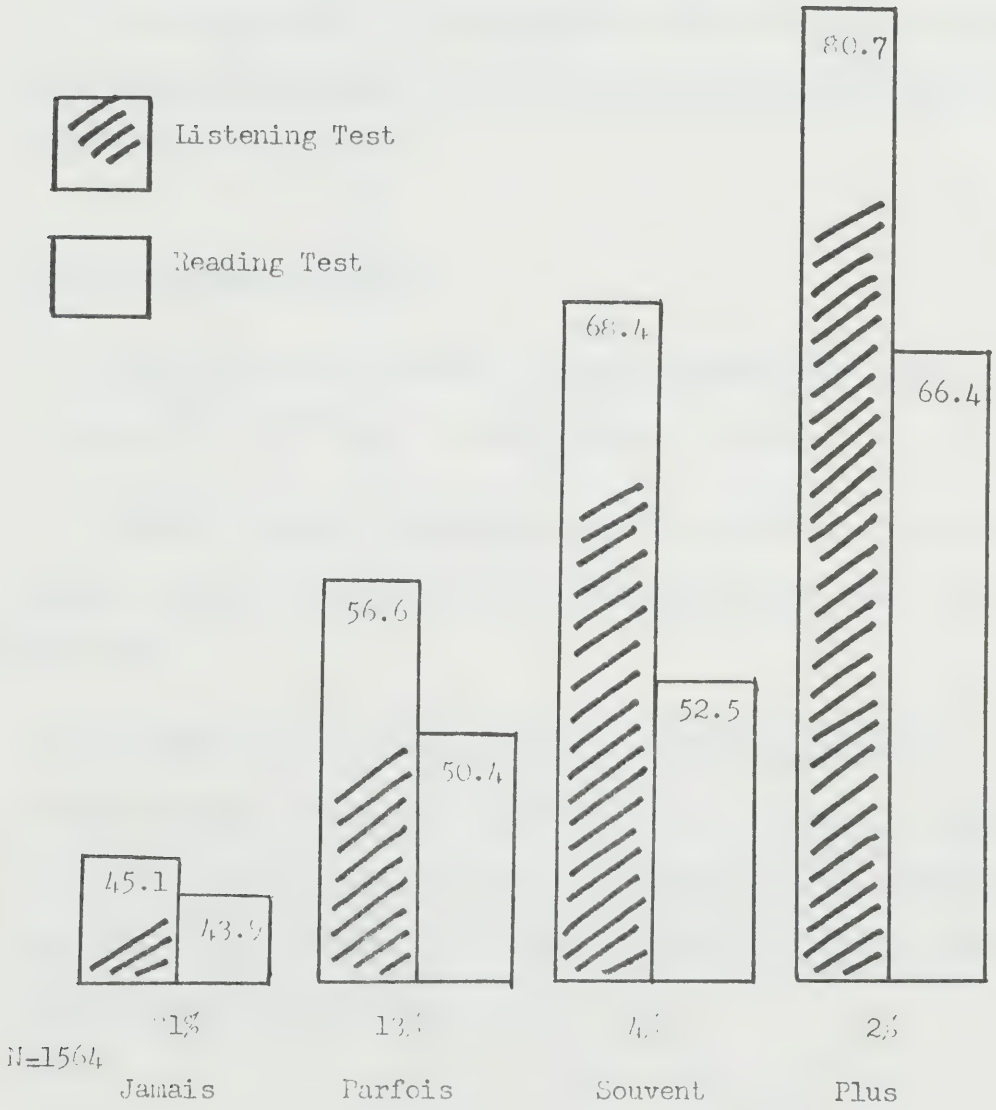
The grades go up with more English spoken in the home, but the differences are not as spectacular as they are in the Listening test. Only in the few cases where English and French were given an equal place in the home did Reading scores approach native fluency.

New Brunswick and Ontario

According to the students from New Brunswick and Ontario French is the only language spoken in many of their homes too. When asked

CHART 7

English Spoken in the Home
vs. Mean Test Scores
Quebec Students



about English in the home, the response,

"On parle toujours français."

was checked by

New Brunswick Students	69%
Ontario Students	50%

The average marks on the tests were lower for these students, than they were for those who came from homes where English was spoken in varying degrees.

Visites au Milieu Anglais

Only about twenty percent of Quebec students said that English was spoken in their homes at least once in a while.

A greater number of families would be expected to make informal contact through extensive visits to other provinces, the United States etc.

When asked about time spent in a totally English milieu, 64% of the Quebec group said they had not done so in the past two years. The others said they had, for various lengths of time. There was a progressive improvement in test scores related to the time spent. The question that dealt with this asked:

ligne 43

Dans les deux dernières années, avez-vous passé un certain temps dans un milieu entièrement anglais, par exemple durant vos vacances, au cours d'une visite chez des parents de langue anglaise, au travail, à l'hôpital, etc...?

The average scores of students grouped according to the way they answered the above question were:

Table 34. Mean Test Scores of Students Who Have Recently Visited for An Extensive Period in an English-Canadian Milieu

	%	Listening Test	Reading Test	Index of Listening Reading
non	64	44.3	43.2	1.03
moins d'un mois	16	50.3	48.0	1.05
1 - 2 mois	14	54.8	48.7	1.13
3 mois ou plus	6	66.1	54.7	1.21
N=1567	100%			

Contact Seems To Affect Listening Score Most

It will be noted that Listening scores improve more than do Reading scores ehn these groups are compared. The last column - Listening/Reading - is an index of the relation of the two scores. The students with little or no contact score close to 1.00 on this index, while the ones with more contact score higher than 1.00.

Speaking English to English-Speaking Friends

Only about twenty percent of Quebec students said that English was spoken in the home, and there mainly to a limited degree, but many more find the opportunity to speak English outside the home - with English-speaking friends.

Sixty-four percent of Quebec students said that they used English when speaking to English-speaking friends at least once in a while.

The question used does not really tell how much English was actually spoken, but does give a rough idea of the relationship of English spoken and fluency.

Each student was asked:

ligne 42. Quand vous parlez avec des amis de langue anglaise, parlez-vous anglais?

Over One-Third Said NO

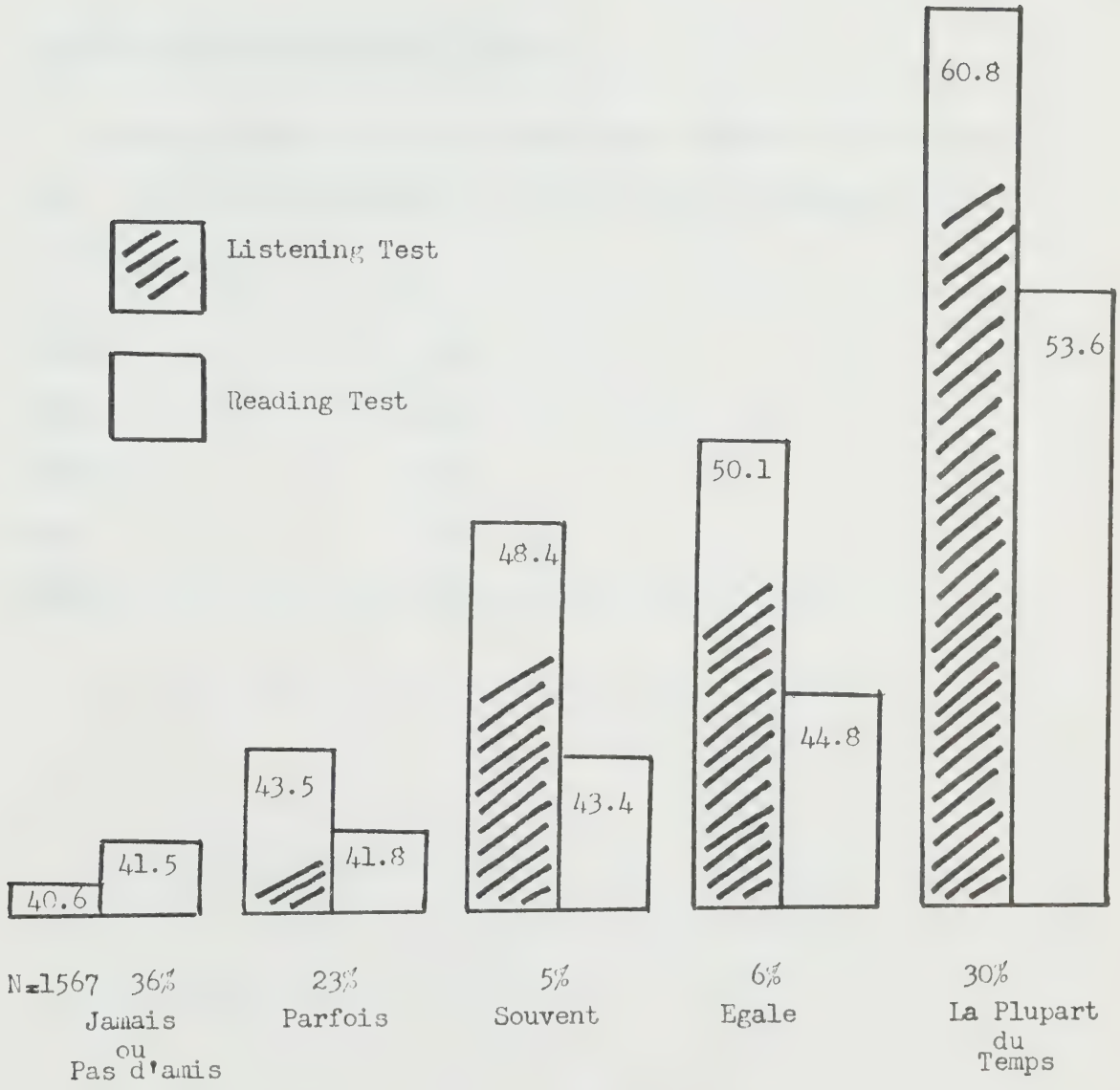
23% of the group said they had no English-speaking friends. 13% simply checked 'jamais'.

Both of these categories did relatively poorly on the tests of English and were combined into one class in the chart that follows.

Chart 8 illustrating the relationship between speaking English to friends and achievement on the tests of English appears on the next page.

CHART 8

How Often English is Spoken With
English-Speaking Friends
vs. Mean Test Scores
Quebec Students



Speaking English Related to Achievement

It is found that practice in speaking English, even when it is slight, is related to higher scores on our tests; the more practice, the higher the scores.

Listening Skill More Closely Related

Again, we find that this is much more evident on the Listening test. The index of Listening to Reading scores illustrates this for the five groups.

Jamais	.98
Parfois	1.04
Souvent	1.12
Egale	1.12
Plupart	1.13

3. Achievement on English Tests vs. Television, Radio and and Newspapers

English television, radio and newspapers are available to many French-Canadians. One might say that the English media compete with some success for the French-speaking audience. For example, The Montreal Star, an English newspaper, has a larger circulation in Montreal than La Presse, the most popular newspaper in the French language - even though the French-speaking population is much larger.

To find the extent of this audience among the young people in our group, each student was asked on the questionnaire to indicate his contact with the three media of communication. Students were grouped according to their answers, and mean scores on the tests calculated for each group.

English Television - Many French-Canadians in the Audience

Only 6% of the Quebec students said that English T..V. programs were not available to them, while a further 14% said they did not watch English programmes for one reason or another. This left 80% who said they watched English T.V. at least occasionally. One fifth of the students said they watched English programs as often or more often than French programs.

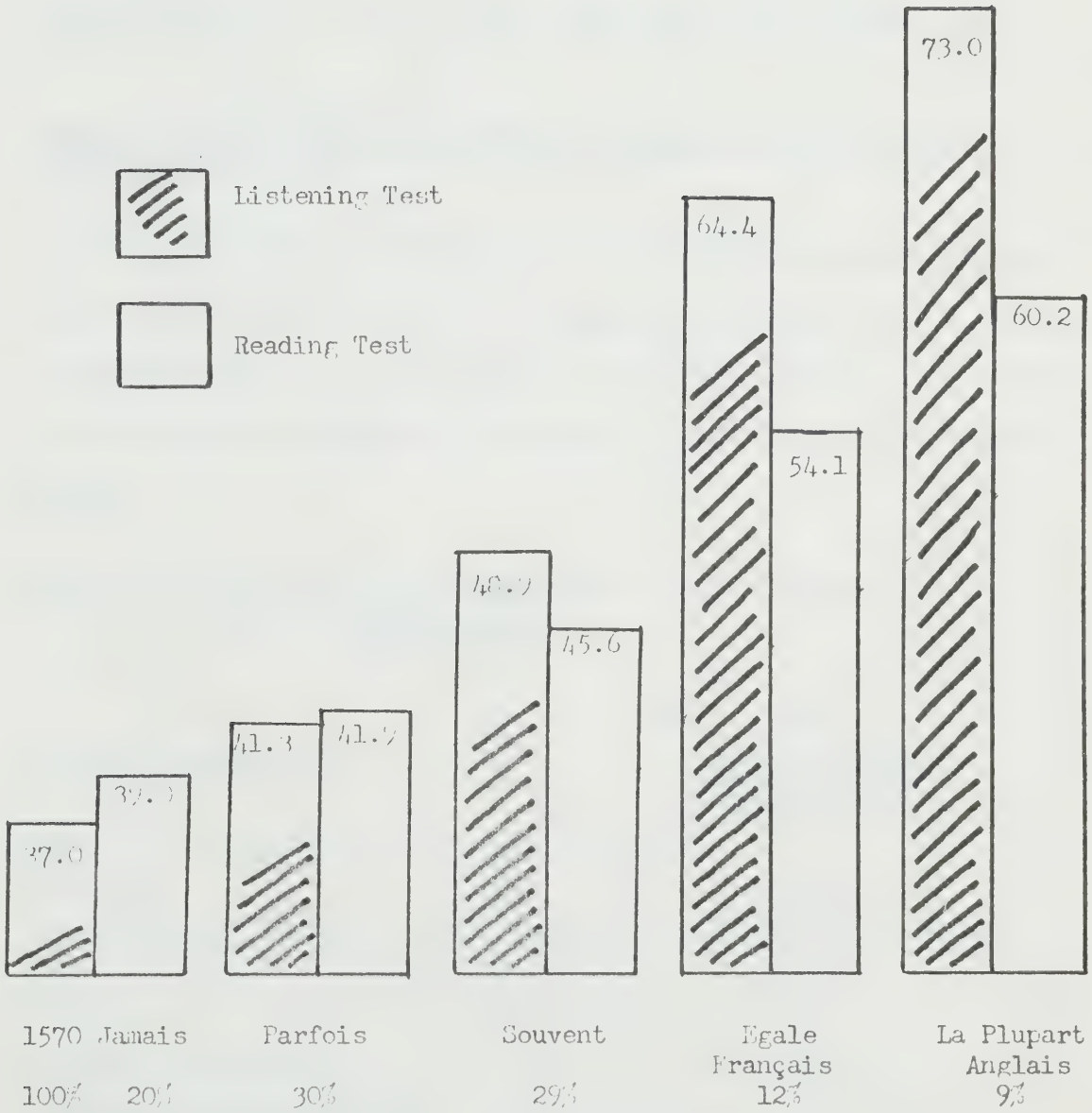
The question put to each student and his possible responses follow. Chart 9 illustrates how the students divided in their answers and how this related to their performance on our tests. Students who checked 1 to 4 were combined as a group that did not watch English T.V.

Ligne 38. Regardez-vous des programmes de langue anglaise à la télévision?

1. Je ne regarde jamais la télévision.
2. Non, parce qu'ils ne nous sont pas transmis.
3. Non, parce que je ne comprends pas l'anglais et par conséquent je ne suis pas intéressé.
4. Non, parce que même si je comprends l'anglais je ne suis pas intéressé.
5. Parfois, une à trois fois par mois.
6. Assez souvent, mais pas aussi souvent que la télévision française.
7. Aussi souvent que la télévision française.
8. La plupart du temps que je regarde la télévision.

CHART 2

Watching English Television
vs. Mean Test Scores
Quebec Students



English Marks Increase With More Watching

There is a consistent and substantial increase in average test scores as we move from students who say they watch little or no English television to those who watch more. The most spectacular differences are to be seen in the Listening test scores; the average grade of the most frequent watchers is almost double that of the people who do not look at English T.V. The Reading scores show a more gradual rise.

Greater Relative Increase of Listening Scores as Students Watch Television More Often

When students watch little or no T.V. the Reading and Listening scores are not very far apart. As exposure increases, both scores go up, but the Listening grades go up to a greater relative degree. This is illustrated by the index of Listening: Reading scores for the five groups:

Table 35. Watching English Television - Quebec Students
Index of $\frac{\text{Listening Score}}{\text{Reading Score}}$

How Often English T.V. is Watched	Index $\frac{\text{Listening Score}}{\text{Reading Score}}$
Not at all	.95
Once in a While	.99
Often	1.07
As often as French T.V.	1.19
More often than French T.V.	1.21

Ecoles Publiques vs. Collèges Classiques

The higher average scores for students who watch more television is consistent for each of our four categories of students - Ecoles Publiques, Baccalaureats, Mixte, Belles Lettres. To illustrate this, the scores for the two largest groups are compared - Ecoles Publiques, Belles Lettres.

Table 36. Comparison of the Amount of Exposure to English Television - Students of Ecoles Publiques vs. Collèges Classiques

How Often English Television is Watched	Ecoles Publiques N=388	Belles Lettres N=989
Not at all	20%	22%
Once in a while	34%	29%
Often	28%	29%
As often as French T.V.	12%	11%
More often than French T.V.	6%	9%
	100%	100%

Belles Lettres Students Have Higher Scores

The actual scores are different for the two groups - the grades for the Belles Lettres group usually higher except for the students who say they watch English and French T.V. with equal regularity. For this category the scores are about the same for the students of the two schools systems.

Index of Listening: Reading scores Follows the same Pattern

When one compares Listening scores to Reading scores for the students in each of the school systems, a similar pattern is found for the students who graduated from Ecoles Publiques as for those presently enrolled in Collèges Classiques. The relative superiority of the Listening score increase with more exposure to English T.V.

Table 37. Comparison of Mean Test Scores of Students With Similar Amounts of Exposure to English Television - Ecoles Publiques vs. Collèges Classiques

The following table compares the students of the two school systems according to their test scores and the index of Listening and Reading

	Do you Watch English T.V.?				
Ecoles Publiques	Jamais	Parfois	Souvent	Egale	Plupart
Listening	36.3	39.2	46.9	65.0	68.6
Reading	32.9	36.4	40.4	52.1	53.6
Listening / Reading	1.10	1.07	1.16	1.25	1.28
Collèges Classiques					
Listening	35.9	42.2	47.9	63.7	74.8
Reading	40.8	43.9	46.6	54.2	60.2
Listening / Reading	.88	.96	1.03	1.18	1.24

The most striking thing in this table is the scores received by the group of Belles Lettres students who watch English T.V. more than French T.V. They include 9% of the students of the Collèges Classiques tested. Their average scores:

Listening Test	74.8
Reading Test	60.2

Students Who Do not Watch English T.V.

The question on T.V. watching allowed four different ways of saying that a student did not watch English T.V.

1. Do not watch any T.V.
2. I can't get the English channels
3. I don't watch because I don't understand English
4. English programs do not interest me.

Students Who Do not Understand English

The largest group - 8% said they did not watch English T.V. because they could not understand English.

Their test scores were the lowest of any group.

Students Who Can not Receive English Channels

Six percent of Quebec students in our group said they did not watch because they could not receive the programs. Most of them were students presently studying at Collèges Classiques, probably in more remote communities.

Their Listening scores were the second lowest of any group, but their Reading scores were not far from the average for Quebec students.

Students Who Do Not Watch any T.V.

Four percent of Quebec students said they did not watch any T.V. Their scores were low, but not as low as those of the first two groups.

Students Who Are Not Interested in English T.V.

A very small group - three percent of students chose was close to a nationalist response. Their test scores were the best among the non-watchers, and better than the group of students who said they watched T.V. 'parfois'.

Listening to English Radio

Listening to English radio is not as popular with our students as is watching English T.V. 38% of the Quebec students in our group said they did not listen to English radio as compared with only 20% who did not watch English T.V. Radio, of course, is not as popular a medium to-day as is television.

However, almost the same proportion said they listened to English radio as much or as more than they did French radio as in the case of T.V. watching.

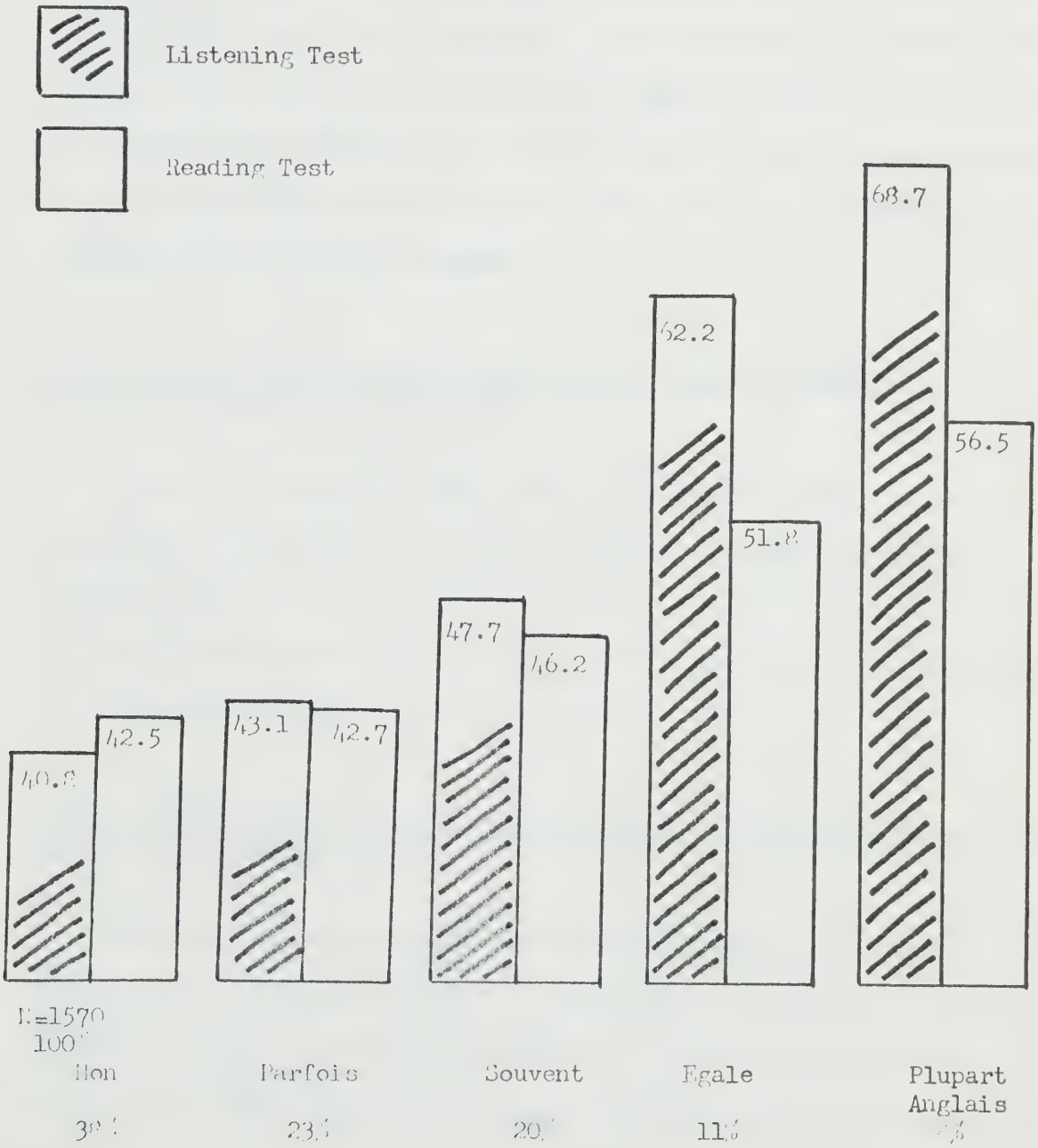
Chart 10 gives in graphic form the average test scores of students, grouped according to the way they answered the question. Students who checked answers 1 to 4 are grouped together as non-listeners.

Ligne 39. Ecoutez-vous des émissions de langue anglaise à la radio?

1. Je n'écoute jamais la radio.
2. Non, parce qu'ils ne sont pas disponibles.
3. Non, parce que je ne comprends l'anglais, et par conséquent je ne suis pas intéressé.
4. Non, parce que même si je comprends l'anglais, je ne suis pas intéressé.
5. Parfois, une à trois fois par mois.
6. Assez souvent, mais pas aussi souvent que la radio française.
7. Aussi souvent que la radio française.
8. La plupart du temps que j'écoute la radio.

CHART 10

Listening to English Radio
vs. Mean Test Scores
Quebec Students



Radio Listeners - A Smaller Group, but Not a Select Group

Only 58% of the Quebec students in our group listen to English radio as compared to 80% who watch English T.V. but they are not as select a group. Among the 42% who do not listen to English radio, there are a good number of students who do better on our tests than those who say they listen to English radio occasionally or often. This is not to say that it is an advantage to abstain from radio listening if you want to learn English. It is only to say that those who do abstain are not necessarily deprived of other, and perhaps better ways of contact with the English language.

Students Who Listen to English Radio More Often Have Higher Test Scores than those Who Listen less

Despite the comments above, Chart 10 shows that when students are grouped according to how much they listen to English radio, the average scores on the Listening test are consistently better for the groups which listen to more radio. The trend is not as consistent for the Reading scores.

Radio Listening Groups Show More Variance in Listening Test Scores than do T.V. Watching Groups

Basically the same form was used in questioning students about their radio listening and their T.V. watching, but the mean score for the T.V. watchers in each group represents a more homogeneous group of scores than does the mean score for the equivalent radio listening group.

I will leave out the people who do not watch T.V. or listen to radio, and look at the following categories - or amount of exposure to the media:

occasional

often

equal to French

more than to French

The variance, measured by the standard deviation from the mean, shows how closely the many individual test scores come to the mean. A low standard deviation means that most of the test scores are close to the mean. A high standard deviation means that the mean is made up of scores which are spread widely from the mean.

Following is a comparison of the mean and variance for each category of radio listener and T.V. watcher. This is given only for the Belles Lettres group, though a similar pattern would be seen for other groups.

Variance from The Mean- Listening Test
Students in Belles Lettres

Amount of Listening or Watching	T.V.		Radio	
	Mean	S.D.	Mean	S.D.
Occasional	42.2	13.9	44.9	16.1
Often	47.9	15.8	47.0	16.3
As often as French	63.7	15.8	60.6	18.7
More often than French	74.8	14.0	65.9	18.7

Another way of looking at the variance would be to examine the range of scores for the middle half of the cases. The number in each category is larger for the T.V. watchers but the spread is consistently greater for the radio watchers.

Range of Scores - 50% of Students
Belles Lettres

Amount of Listening or watching	% of Students	T.V. Spread in scores	% of Students	Radio Spread in scores
Occasional	30%	18.7	23%	21.8
Often	29%	21.4	20%	22.0
As often as French	12%	21.4	11%	23.4
More often than French	9%	18.9	8%	25.3

Both Measures Show that T.V. Groups are More Homogeneous

Both measures of variance indicate that the T.V. groups are more consistent in the way individuals responded. In other words, when students said they watched a lot of English T.V. their Listening test scores were reasonably similar. When students commented on their radio listening- and said they listened to the radio a lot, their performance on the Listening test varied more.

Students Who Do Not Listen to English Radio

42% of the Quebec students in our group said they did not listen to English radio programs as compared to only 20% who said they did not watch English T.V. There is not only a difference in numbers, but the reasons chosen indicate other differences. Describing the non-listeners may help one to understand the relationship between radio listening and knowledge of English a little more clearly.

Students Who Do Not Listen to English Radio Are a Different Group From those who Do Not Watch English Television

Students who are not exposed to the media of radio and television are two different groups. The table below compares the two groups according to the reasons given for not watching or listening.

Table . Quebec Students Who Are Not Exposed to English Television or Radio - Reasons Given for Not Watching or Listening

Reasons for not watching or listening	Percent Choosing Each Reason	
	Radio	T.V.
I do not listen to any I do not watch any	14%	04%
English programs are Not available	04	06
I do not understand English	10	08
I am not interested in English programs	10	03
Total	38%	21%

Many Students do not Listen to Any Radio

The largest group, as far as radio is concerned, consists of people who do not listen to any radio - English or French. It may include people who do not care for the popular music which is a large part of the fare on radio, and it may also involve some students who simply do not own transistor sets. Only about one-third abstain because the programs are two difficult to follow or because they are not available. Physical difficulties explain two-thirds of the non-watchers of T.V.

Another large group of non-listeners checks as its reason the lack of interest in English programs. Ten percent of Quebec students are not interested in English radio programs as compared to three percent who do not watch English T.V. because of an aversion to programs in the second language.

These two reasons account for 24% of the students in the case of radio and only 7% in the case of T.V.

The difference - 17% - is about equal to the difference between the two groups of non-watchers.

Students Who Do Not Listen to Radio May Be Exposed to English In Some Other Way

Students who do not listen to radio are not necessarily deprived of contact with English in other ways. In fact, the two large groups

of non-listeners described above compare well on their test scores with the two lowest categories of students who do listen to radio.

Table 38. Comparison Test Scores of Two Groups of Quebec Students Who Do Not Listen to Radio with Two Groups Who Do

Amount of Listening to English Radio	Mean Score Listening Test	Mean Score Reading Test
None		
I do not listen to any radio	44.7	44.8
I am not interested in English programs	48.1	47.4
Some		
I listen occasionally	43.1	42.7
I listen often	47.7	46.2

Radio May not Presently Be an Effective Medium for the Diffusion of Knowledge of English Among French-Canadians

Although achievement in English is related to the amount of listening to radio, it can not be said that it is an important reason for the success or lack of success of the students who took our tests.

1. A large number of students who said they did not listen to English radio achieved test scores comparable to those who said they did.

2. The variance from the mean of each group of radio listeners is relatively large.

3. The differences in scores between students who say they listen to radio occasionally and those who say they listen often is relatively small.

4. A large number of students (42%) do not listen to English radio.

Reading English Newspapers

Most Quebec Students Read English Newspapers

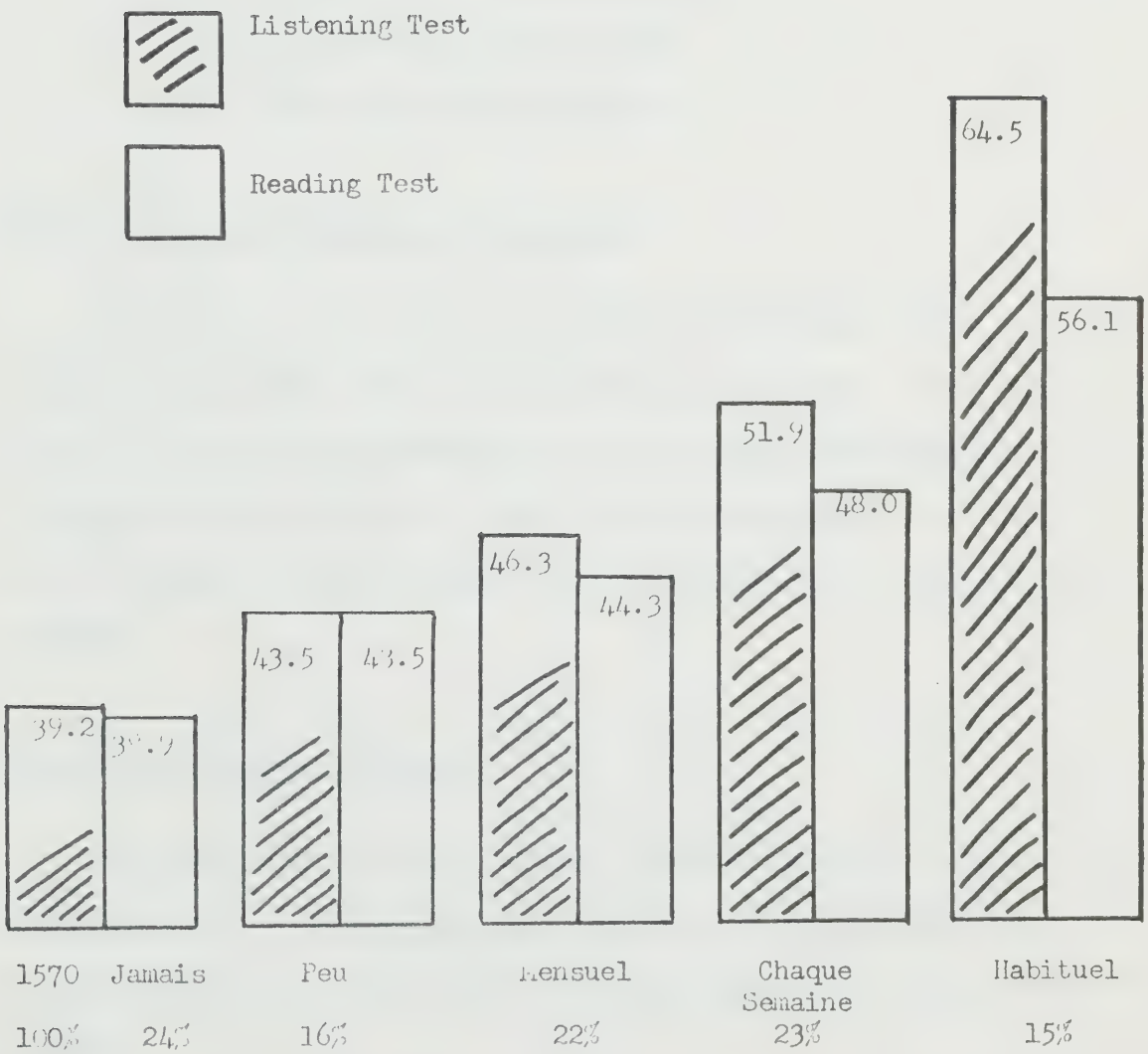
Seventy-six percent of Quebec students in our group said they read English newspapers or magazines at least occasionally. This compares to eighty percent who said they could read English well enough to follow a newspaper.

The wording of the question on newspapers asked of each students, and the alternative responses allowed to him are shown below.

Chart 11 shows the mean test scores grouped by the way they answered the question. A single group of non-readers was combined for the purpose of this table, from students who checked answers 1 to 3.

CHART 11

Reading English Newspapers
vs. Mean Test Scores
Quebec Students



Lecture des journaux et des revues de langue anglaise.

Ligne 40. Lisez-vous des journaux et des revues rédigés en anglais?

1. Je ne lis jamais de journaux ou de revues.

2. Non, parce que je ne comprends pas l'anglais et par conséquent je ne suis pas intéressé.

3. Non, parce que même si je comprends l'anglais je ne suis pas intéressé.

4. Je les lis habituellement.

5. Au moins une fois par semaine.

6. Au moins une fois par mois.

7. Moins qu'une fois par mois.

Amount of Reading Related to Test Scores

As with T.V. and radio, it was found that the mean scores range logically from low to high as illustrated on the chart. The lowest scores are obtained by students who do not read English newspapers and the highest marks received by those who read regularly. Listening scores as well as reading scores follow this pattern in a consistent fashion.

Reading and Listening Scores

Logically, reading should be most affected by exposure to the printed word, but since people who read may also watch television, listen to radio etc., the effect of reading can not be isolated precisely.

Part of this difficulty may be overcome by comparing average reading scores for newspapers readers, T.V. watchers and radio listeners, although these groups are not mutually exclusive.

Table 39. Reading Scores vs. Exposure to English Newspapers, Radio and T.V.

	Mean Scores on Reading Test		
	Newspapers	Radio	Television
Not exposed	38.9	42.5	39.0
Occasionally	43.5	42.7	41.9
Often	44.3	46.2	45.6
More often	48.0	51.8	54.1
Most often	56.1	56.5	60.2

This Type of Comparison Inconclusive

According to the above figures, reading scores are related to exposure to all three media; in fact, radio and television show up better than newspapers, as they would on a similar table of listening scores.

One can only hazard the guess that reading plus some other exposure to English is the usual pattern in improving reading skill.

Students Who Do Not Read Newspapers

Each student was given the opportunity to qualify his assertion that he did not read English newspapers. Mean scores calculated for groups of students who opted for one of the three qualifications allowed are presented below.

Table 40. Mean Test Scores of Quebec Students Who Do Not Read English Newspapers or Magazines for Various Reasons

	Mean Scores	
	Listening Test	Reading Test
I do not read newspapers or magazines	39.3	37.3
I do not read because I do not understand English	33.8	35.3
I am simply not interested in reading English newspapers	44.4	43.1

The lowest results were obtained by students who did not have confidence in their ability to read English.

The group that was simply not interested in reading English newspapers compared favorably with those who did a little bit of reading of English newspapers.

T.V., Radio and Newspapers

Exposure to English Television, Radio or Newspapers Improves Knowledge of English

Large numbers of French-Canadian young people are exposed to English through T.V., radio and newspapers. It is safe to say that exposure to English through one or all of these media will improve one's knowledge of English.

Though one can not say with certainty which is the most important, television seems to be very powerful.

Coverage - Television Leads

Most of the students in our survey were reached at least occasionally by one or more of the three media. For Quebec students, the ranking is:

Television	80%
Newspapers & Magazines	76%
Radio	58%

Native Fluency Approached Only by People with a Great Deal of Exposure

Only students who claimed a lot of exposure to any one medium received test scores approaching native fluency i.e. the standard

achieved by Grade 12 English-speaking Students of an Ottawa High School who took the tests.

One cannot say whether fluency is the result of exposure to these influences or exposure the result of fluency.

There is evidence to show, however, that many students in our group do not attempt to watch English television etc. because they lack confidence in their basic knowledge of English.

4. Contact with English vs. Reasonable Fluency in English

Contact with English, and what we have measured is informal contact - friends, T.V., visits etc. - seems to be related to fluency in English as measured by our two tests.

How much Contact Seems to Result in Reasonable Fluency?

One has the impression in examining the tables that have been presented that only the people who have had a lot of contact with English receive high scores on the two tests. However, we must establish what is a high score in order to reach more precise conclusions.

How Well do Native English Speakers Do on our Tests?

In order to arrive at a measure of reasonable fluency and indeed some standard of comparison for the grades received by our students on the two tests, it was decided to try the tests on native English speakers.

With the co-operation of the Collegiate Institute Board of Ottawa, 76 students, almost the complete class of Grade 12 students in the academic stream of one of the Ottawa high schools was given the two tests used in this study. The examination papers were marked locally and average scores calculated.

Ottawa Students an Average Group

The students tested to arrive at a standard of comparison for our study were said to be an average group by the principal.

Further evidence for this opinion was obtained by examining their average marks on S.A.T.O. Student Achievement Test of Ontario. This is a test given to all Ontario students at certain levels. The mean score for the Verbal part fo this test for Grade 12 Ottawa class was 29.17.

The means for Ontario on the same test is 29.07. The S.A.T.O. results were for 1964.

Achievement of Ottawa Students on Tests of English

The mean scores obtained by the Grade 12 Ottawa High School students we tested were:

Listening Test	90.5
Reading Test	79.9

Comparison of French-Canadian Students with Native Speakers

In order to compare the achivement of French Canadians on our test of English the mean scores on the tables that have already been

presented have to be converted into percentages of the average scores received by the native speakers.

Listening Test - A score of 90.5 will equal 100.

Reading Test - A score of 79.9 will equal 100.

Reasonable Fluency

We will arbitrarily set 60% of the score achieved by the group of Ottawa high school students tested as indicating reasonable fluency in English.

Samples of Converted Scores

	Original Scores		Converted Scores	
	Listening Test	Reading Test	Listening Test	Reading Test
All Quebec Students	48.2	45.5	53%	57%
New Brunswick Students	69.1	54.3	76	68
Ontario Students	85.1	76.0	94	95

Achievement of Reasonable Score

Each of the tables we have presented will be examined for the achievement of our arbitrary reasonable score by any group of students for which we have calculated a mean score. These findings will be discussed.

Regional Comparisons - Achievement of Reasonable Fluency

It has been stated that grouping students according to where they live, as has been done in chapter is a very imprecise measure of contact with the English milieu. It may provide a rough measure of the opportunity for contact with English-speaking people and their institutions. Students who have been grouped in this manner may range from individuals who have daily and intensive dealings with English Canadians to those who have none at all. Comparison of mean test scores from such differentiated groups can therefore not be expected to isolate those who have achieved reasonable fluency.

Three Provinces - Ontario and New Brunswick Students Qualify

When the mean scores of the students of Quebec, Ontario and New Brunswick are examined, we do find that students from New Brunswick and Ontario surpass the standard of reasonable fluency.

	Converted Scores	
	Listening	Reading
New Brunswick	76	68
Ontario	94	95

The influence of the English environment is so powerful in New Brunswick and Ontario that students do attain a fluency in English approaching native fluency.

Quebec Students - Location of Places Studied - No Group Has an average score of 60%

Examining chart 4 it is found that none of the three regions - even the one which takes its students from cities which include 5 to 18% of people of British origin qualifies by our standard of reasonable fluency.

Quebec Students - Location of Residence - None Qualify

Students are grouped in the same categories as above. Again, an examination of chart 5 shows that no regional grouping reaches the standard set.

Students of Coolèges classiques - Location of Schools

It is found that out of the eight regions - students of only two - Outaouais (actually Hull) and Cantons de l'est (actually Sherbrooke) qualify by our standard. Very few students are included in these categories.

	Converted Scores Listening	Reading
Outaouais	72	64
Cantons de l'est	61	61

Ethnic Composition of Parishes - Quebec Students

About thirteen percent of Quebec students in our group said they had ever lived in parishes which were not completely French-Canadians or predominantly so. This group, on the average, reached our standard.

	% of Quebec Students	Converted Scores Listening	Reading
Students Who did Not Always Live in French Parishes	13%	64	64

Contact With English vs. Reasonable Fluency

Mother Tongue of Parents - Quebec Students

A small number of Quebec students had one parent whose mother tongue was English. These students surpassed our standard of fluency.

	Converted Scores Listening	Reading
One Parent English	73	69

English Spoken in the Home - Quebec Students

Each group which included students who said that English was spoken in their homes at least occasionally qualified.

English spoken in the home	% of Quebec Students	Converted Scores Listening Test	Reading Test
Occasionally	13%	63	63
Often	4	76	66
Most of the time	2	89	83

Extended Visits to a Completely English Milieu - Quebec Students

Only those students who had spent a month or more in the past two years in a completely English milieu qualified by our standard of fluency.

Visit in an English Milieu in past 2 years	Percent of Quebec Students	Converted Scores Listening Test	Reading Test
1 to 2 months	14%	61	61
3 months or more	6	73	68

Speaking English With English Friends - Quebec Students

Only those students who said they spoke English to their English-speaking friends most of the time qualified. This was a large group - 30% of Quebec students.

Converted Scores	Listening 67	Reading 67

Television, Radio and Newspapers vs. Reasonable Fluency

Exposure to the English media of information is related to achievement in English as measured by our tests. However, only groups of students who have a lot of contact with these media receive reasonably high scores.

Watching English Television - Quebec Students

The two groups of students who watch English television as much as they do French television or more qualify under our measure of reasonable fluency.

How Often English T.V. is Watched	Percent of Quebec Students	Converted Scores Listening Test	Reading Test
As often as French television	12%	71	68
More often than French T.V.	9	81	75
Total	21%		

Listening to English Radio - Quebec Students

As with T.V. the two groups of students who listen to English radio the most qualify as reasonably fluent.

Exposure to English Radio	Percent of Quebec Students	Converted Score Listening Test	Reading Test
As often as to French Radio	11%	69	65
More often than to French radio	8	76	71
Total	19%		

Reading English Newspapers - Quebec Students

Only one group under this category qualifies to be standard of reasonable fluency for both Reading and Listening - the group that reads English newspapers and magazines regularly. The group that reads newspapers etc. every week qualifies only in the case of its reading score.

Exposure to English Newspapers and Magazines	Percent of Quebec Students	Converted Scores Listening Test	Reading Test
Once a week	23%		60
Regularly	15%	71	70

High Exposure to Contact With English Related to Good Scores

Using 60% of the score attained by English Canadian students as a standard of reasonable fluency in English we find that only the groups which mention that they have had a lot of contact with English reach the level we have arbitrarily set.

VI The Importance of Spoken English

1. Confidence in One's Ability to Speak English

The confidence that a student has in his ability to use the English language comes from success in using it. This, in turn, may affect his approach to the further improvement of his language skills. For the Quebec students included in this study, the central element in this has to do with the ability to speak English. Confidence in this skill was related to confidence in the ability to read and write the language too, and to high achievement on both tests. In the case of our Quebec respondents, confidence in speaking English seems to be obtained by its successful use outside of school.

What Kind of Confidence do Students Have in Their Ability to Use the English Language?

We asked each student to estimate his own ability in three language skills through the following questions. He could answer yes or no to each one.

Ligne 30. Parlez-vous l'anglais assez couramment pour soutenir une conversation?

Ligne 31. Ecrivez-vous l'anglais assez couramment pour écrire une lettre à un ami?

Ligne 32. Lisez-vous l'anglais assez couramment pour lire et comprendre un journal?

Most Students Confident in Ability to Read and Write

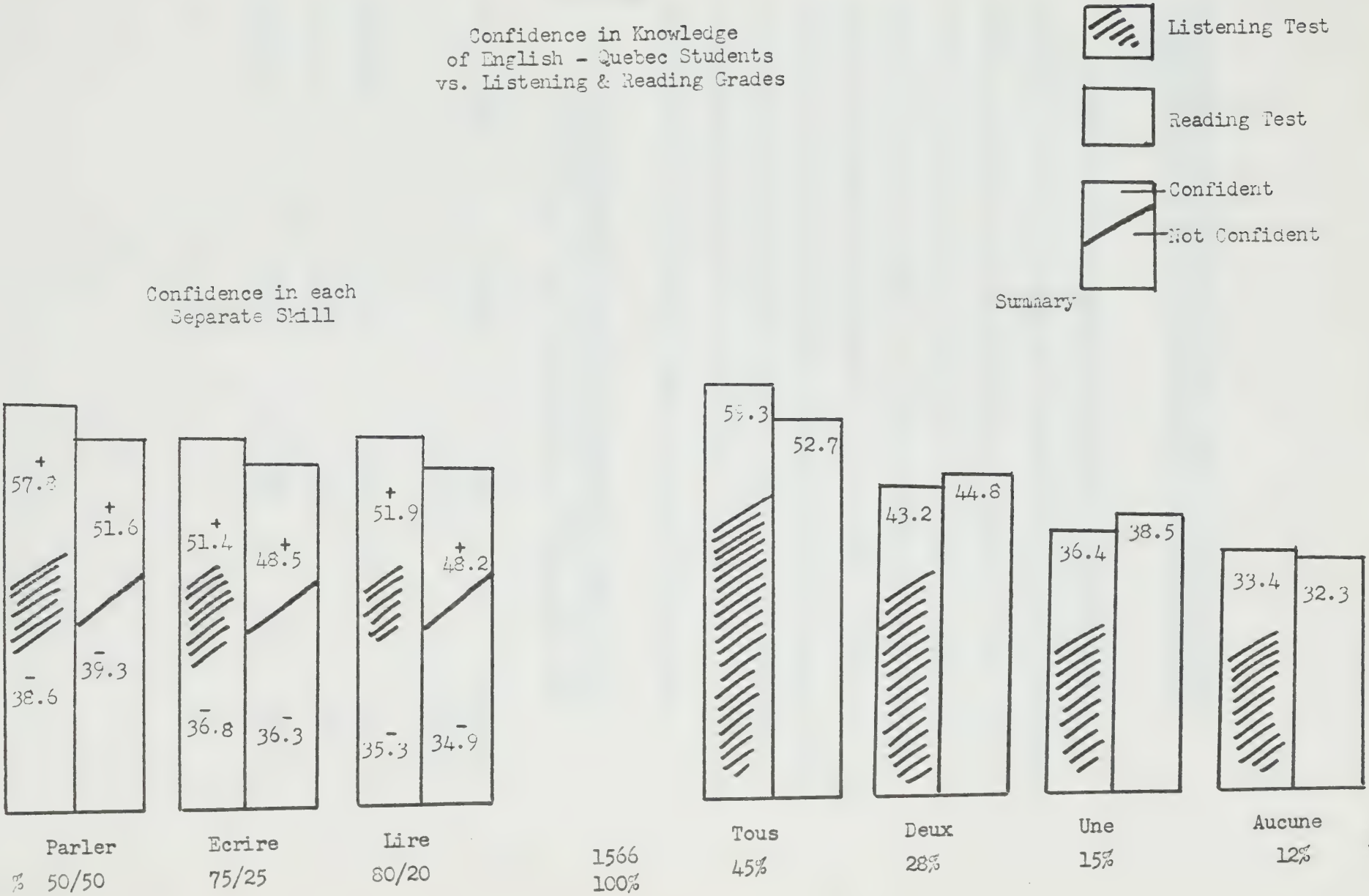
Most students said they could read and write English to the extent demanded by the above questions, but only half said they could speak well enough to carry on a conversation.

	% Yes
Reading	80%
Writing	76
Speaking	50

As can be seen in chart 12, the average marks of students who express confidence in their ability to use English in one of the three ways are much higher than those who estimate that they can not. However, the highest marks are obtained by those students in the smallest group - those who are confident that they can speak English well enough to carry on a conversation.

CHART 12

Confidence in Knowledge
of English - Quebec Students
vs. Listening & Reading Grades



Students Who are Confident of their Speaking Ability Are Most Likely to Show Confidence in their Ability to Read and Write as Well

It was possible to combine the answers to questions 30 to 32 to find the number of people who were confident in all three language skills, as well as all other possible combinations of these three skills. An arrangement of these into four groups is shown under the title of 'Summary' on chart 12. The highest marks, as one would be expect, are obtained by the group of students (45% of the total) which consists of people who said they could use all three language skills. As will be shown below, almost all the people who are confident in their speaking ability are in this group. The average scores for this elite group are 66% of native fluency on each of the two tests.

Percentage of Students in Top-Scoring Group (People Who Could Use all Three Language Skills-) among Those Who Answered Yes to Each Question on Language Skill.

Type of Skill	Number Yes	Number Yes to All 3	Percent in Top Group
Speaking	790	703	89%
Writing	1183	703	59%
Reading	1248	703	56%

Speakers are Readers are Writers: are Most Fluent in English

An examination of the preceeding table shows for the Quebec students in our group, confidence in the ability to speak English is highly related to confidence in the ability to read and write the language and also to high test scores. For person who has expressed confidence in his ability to carry on a conversation in English, the chances are almost 90 to 1 that he will have confidence in all three language skills. The chances are much less for those who express confidence in their reading or writing abilities. Of course, all this depends on a reasonably accurate appraisal of one's actual skill, which seems to have been made by the students tested.

Students Who Cannot Use all Three Language Skills Score Much Lower on Tests.

It was possible to calculate the scores on our two tests for those students who answered affirmatively about one or two skills, but did not qualify for the elite group. Their average scores, shown below, are much lower than those of the tri-skilled ones:

Students Who Do Not Say Yes - to All Three Skills	Percent of Those Who Say Yes	Mean Scores	
		Reading Test	Listening Test
Speakers	11%	45.7	42.6
Writers	41	41.6	42.3
Readers	44	42.4	42.3

Students Who Have No Confidence in their Abilities In Any of the Three Language Skills Score Lowest

Twelve percent of all Quebec students in our group answered 'no' to all three questions on language skills. They have the lowest mean score of any group:

Listening	33.4
Reading	32.3

Confidence in Reading and Writing Related to School Marks in English

The school teaches reading and writing of English, and over seventy-five percent of the Quebec students in our group said they could read and write the second language to some extent. Conversational skills are also taught, but far fewer young people felt they could speak English adequately. A student seems to gain some of the confidence he has in his ability to read and write English from the school, but this is not as true for his confidence in speaking the language. Perhaps the student is judged in the first two skills mainly at school, while his fluency in speaking is tested as well outside the school. The following table shows how his self-estimate on each of the three language skills is related to his most recent final school mark in English.

Table 41. Relation of School Marks in English to Confidence in Language Skills - Quebec Students

Percentage of Students Who Expressed Confidence In the Ability to Use Each Language Skill

School Mark in English	N	Speaking	Writing	Reading	All Three Skills
80 to 100	352	81%	94%	96%	78%
70 to 79	627	57	83	85	51
60 to 69	456	30	64	71	24
50 to 59	133	13	35	47	9

Students Who Pass School English Exams Feel They Can Read and Write English

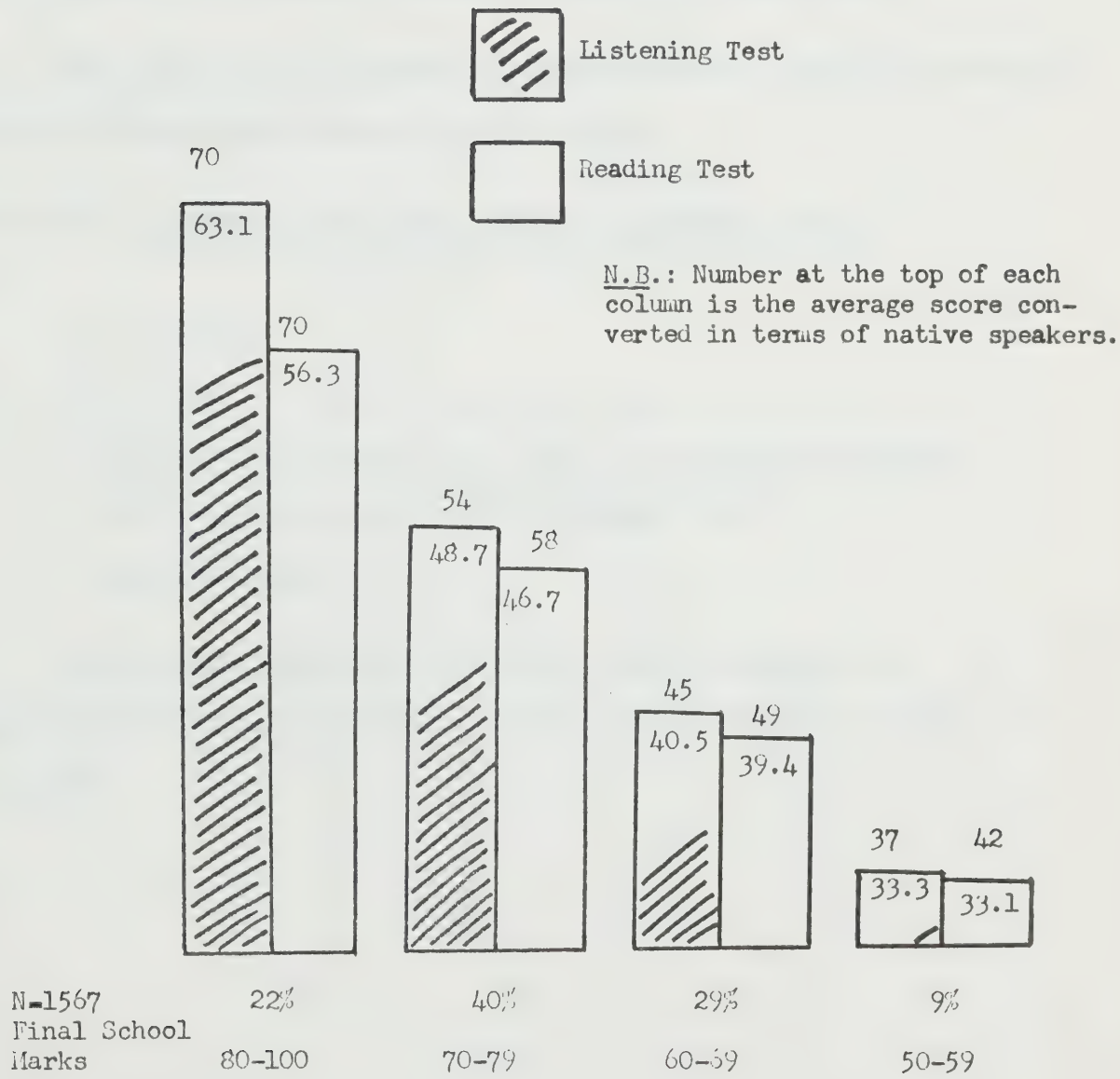
It is clear from the above table that most students who receive a passing grade or higher on their school English examinations feel that they can read and write English to some extent. Perhaps the judgment of the school is considered adequate for these skills. On the other hand, only the people with top English marks are sure about their speaking ability. There is no doubt that in the case of speaking there is a more powerful way of judging one's adequacy; contact with the English-speaking community.

School Marks Are Related To Our Test Results but Only The Top Group Achieves a Reasonable Standard

The two tests of English we gave to French-Canadian students measure their knowledge of the second language in much the same way as do their school examinations. Students who do well on their school exams also do better on ours than do those who were judged weak in English at school. However, as shown in chart 13 only the group of students which received A grades in English at school surpass what we have set as a reasonable standard. In fact, on each test the average score for this group is 70% of the average score of the native speakers tested.

CHART 13

School Grades in English
vs. Achievement on Listening and
Reading Tests - Quebec Students



Where Do Students Gain Confidence in Speaking English?

We have seen that confidence in reading and writing English is related to the marks students receive at school, but this does not seem to be as much the case for confidence in speaking the second language. We will present evidence that tends to show that this kind of recognition is obtained outside of school to a large extent.

This will have to be shown by logical inference through the analysis of the following question put to each student:

Ligne 44. On apprend une langue seconde de diverses façons. A votre avis, où avez-vous appris l'anglais le plus?

1. à l'école
2. au foyer
3. en dehors de l'école et du foyer - par exemple en parlant avec des amis, en travaillant après les heures de classe, en écoutant la radio ou la télévision, etc.
4. je ne sais pas.

The following table shows how Quebec students answered the question and the mean scores of students grouped according to their responses.

Table 42. Where Students Consider they Learned Most of Their English vs. Mean scores on Two tests of English Quebec Students only

Where English was learned	Percent	Mean Scores Listening Test	Reading test
At school	42%	41.3	41.8
At home	4	67.3	57.1
Outside of the home and the school	48	53.3	48.2
Don't know	6	43.9	44.3
N=1561	100%		

Over Half the Students Felt They Had Learned Most of Their English Outside of School

Only 42% of the students checked "à l'école" as the place where they had learned most of their English. Over 50% said they had done it outside of school. The majority therefore seem to indicate a lack of confidence in the school as the main source of their English instruction. Looking at the average marks each group received on our tests, it seems that people with a better knowledge of English were more likely to support the majority view.

An Apparent Contradiction

Although most students had received good English marks at school and over three-quarters of them felt that they could read and write reasonably well - skills which they obtained mainly in school - many were critical. Most students gave credit for the facility they did have with English to sources outside the school.

"English" is Equated to "Spoken English"

There is a logical connection between the fact that only fifty percent of the students had confidence in their ability to speak English, and the expression of doubt by most that the school was the main avenue of English learning. When students said they had learned most of their English outside, many of them were obviously thinking of "spoken English" rather than Reading or Writing. Students who had stated that they could speak English were most likely to make this association.

Table 43 show that students who had said they could speak well enough to carry on a conversation were twice as likely to say they learned their English outside of school.

Table 43. Confidence in Ability to Speak English vs. Conviction that English Was Learned Mainly Outside of School

Answer to Question on Where English Was Learned	Students Who Said They could Speak English		Students Who Said They Could not Speak English adequately	
	N	%	N	%
At school	210	26	445	58
Outside of School	547	70	259	33
Don't know	30	4	67	9
	787	100%	771	100%

It is reasonable to assume that students who said they had learned most of their English were thinking of spoken English. If a direct question on spoken English had been asked the proportion who answered 'outside of school' would probably have been greater.

Speaking English - The Uppermost Concern of Students

School marks are evidently not considered by a large number of students to be a sufficient test of their ability to speak English. Many who did well in their school examinations still would not say that they could carry on a conversation in the second language. These negative judgments were probably based on their inability to use the language adequately outside of school.

At the same time, when they were asked about "English" without specifying a particular skill, many answered as if the question had specifically mentioned spoken English and were critical of the school.

This would indicate the following type of approach to the second language by many students:

1. Spoken English, rather than School English (Reading, Writing and Grammar) is thought of as the real language.
2. There is an implied criticism of the school for its lack of success in adequately imparting the important skill.
3. Those who said they could speak English and maintained they learned it mostly outside of school have probably had some success in using the second language outside of school.

Confidence in Speaking English Obtained Outside of School Is Related to Highest Test Score

We have seen that students who claim they can carry on a conversation in English are almost certain to feel confident about all three language skills and to have high test scores. We will now try to find out whether the source of this confidence is a factor in superior achievement on our tests.

To examine this question we will assume that there are two groups among those who say they can speak English well enough to carry on a conversation:

1. students whose confidence in speaking English is related to the successful use of the second language outside of school. This group will be made up of those who said they learned most of their English outside of school. Their answers to question 44 will be taken as evidence that they tried to use the second language in the English-speaking milieu and were able to do this with some success.

2. students for whom the source of confidence in speaking English may be the school. This group will contain all students who said they learned most of their English at school. Since question 44 does not specify spoken English it may include some people who should be in category 1.

Table 44 shows the test scores of Quebec students grouped according to their answers on the question on where they had learned most of their English. Within this dichotomy the respondents are again grouped according to the number of language skill they profess. In each case the class which claims all three language skills contains 90% or more of those who say they can speak English and will represent students who are confident in their ability to speak English. The differences in mean scores indicate that no matter where the students said

they learned their English confidence in more language skills is related to higher test scores. As well, there is an almost consistent pattern of higher scores for those who say they learned English moslty outside of school.

Table 44. Achievement on English Tests of Quebec Students Grouped According to Their Answers to a Question Asking Whether Most of their English Had been Learned at School or Outside of School

Language Skills Professed	Where Most of English Was Learned					
	At School			Outside of School		
	N	Mean Scores		N	Mean Score	
		Listening Test	Reading Test		Listening Test	Reading Test
All Three	182	50.2	48.3	496	62.5	54.1
Only Two	227	41.8	42.7	171	45.8	44.2
Only One	141	35.3	39.4	77	37.2	37.1
None	100	32.6	31.6	61	35.3	34.1
Total	650			805		

The striking thing in table 47 is the great difference in mean scores between those who profess all three language skills when one takes into account the presumed source of confidence in speaking English. Each tri-skilled group scores much higher than its less skilled fellows, but those presumed to be tested in their speaking ability in the English-speaking milieu are by far the superior ones.

Converting the test scores in terms of native fluency, it is found that the students who say they learned most of their English in school are on the border of what we set as a reasonable standard of fluency whereas those presumed to be tested in the English-Canadian milieu are far above this.

	Mean Test Scores Converted in terms of Native Speakers	
	Listening Test	Reading Test
Learned English in School	55	60
Learned English Outside of School	69	68

Another comparison that one can make is to look at the relative achievement on our two tests of the top out-of-school group with that of the much smaller group of students which received A grades in their school English exams.

		Mean Test Scores Converted in Terms of Native Speakers	
	N	Listening Test	Reading Test
Students Who Received 80 to 100% on Their School English Exams	352	70	70
Students confident in All Three Language Skills Who Say They Learned English Mainly Outside of School	496	69	68

It is obvious from the above comparison that many students who did not get A grades in English at school did as well on our tests as the group of A English students if they belonged to the group which:

> felt confident about all three language skills and considered that they had learned most of their English outside of school

Contact with English Outside of School Develops Confidence In Listening and Speaking

Many young people in our group of Quebec students said they had informal contact with the English language outside of school- through television, radio, newspapers, friends, at home, on visits, etc.

We have seen that students who had a lot of contact in any of these ways received test scores that were considerably higher than those who had little or no contact.

It is significant to the argument about the dominance of confidence in speaking English, that most informal contacts involve speaking English or understanding the language.

Confidence in Speaking Related to High Degree of Contact

Chart 14 reviews the differences in mean Listening scores on our test for groups of students who indicated they had a lot of contact with English and those who did not. In the centre of the chart, symbolizing the variable that one might say is associated with each one - is the figure that represents students who have confidence in their ability to speak and those who do not.

Chart 15 shows Listening and Reading scores for the same groups shown on the previous diagram, indicating that those who have a lot of contact with English have test scores in Reading which are also at a relatively high level.

CHART 14

A Lot of Contact With English
Outside School
vs. Listening Marks

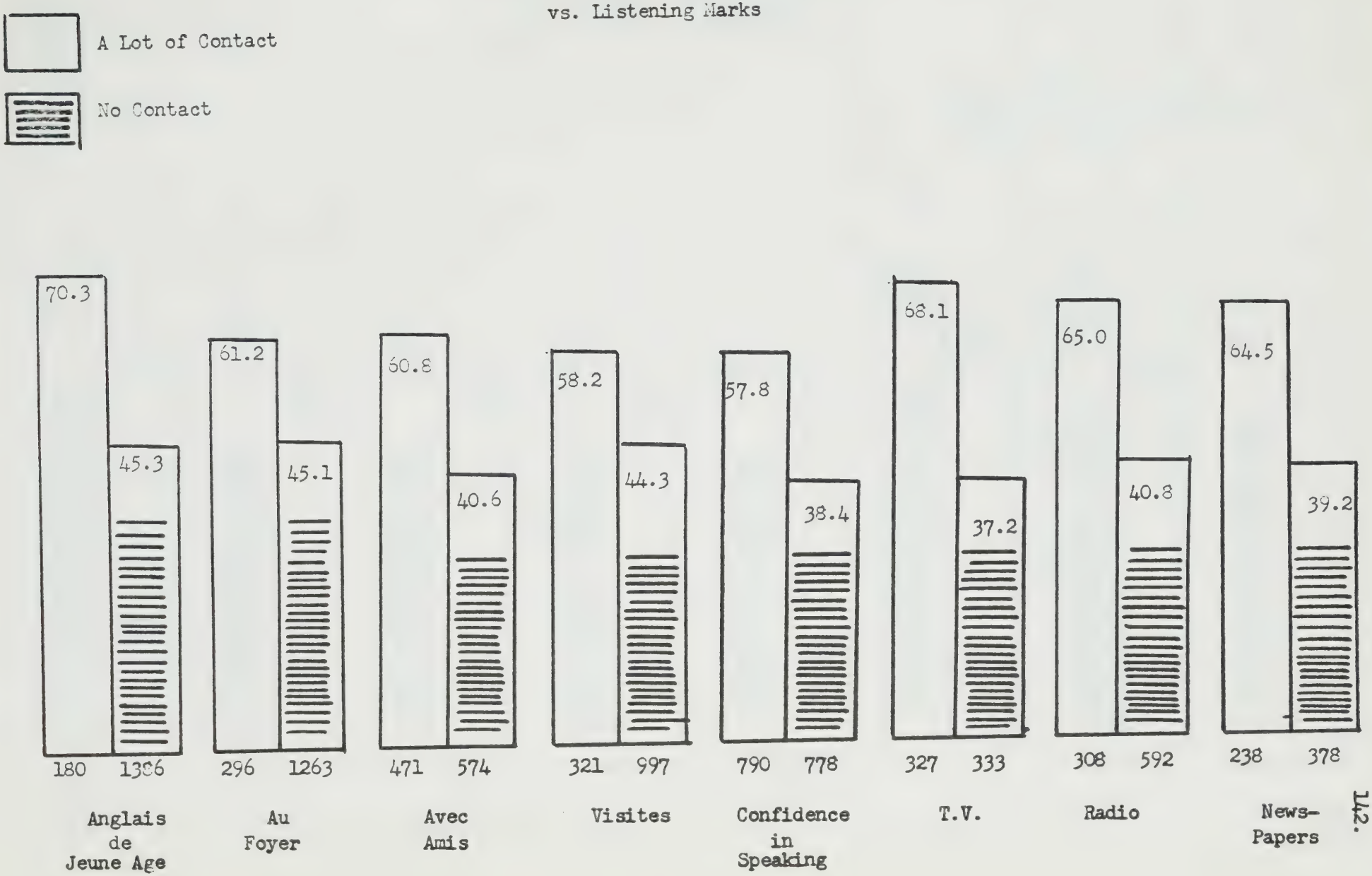


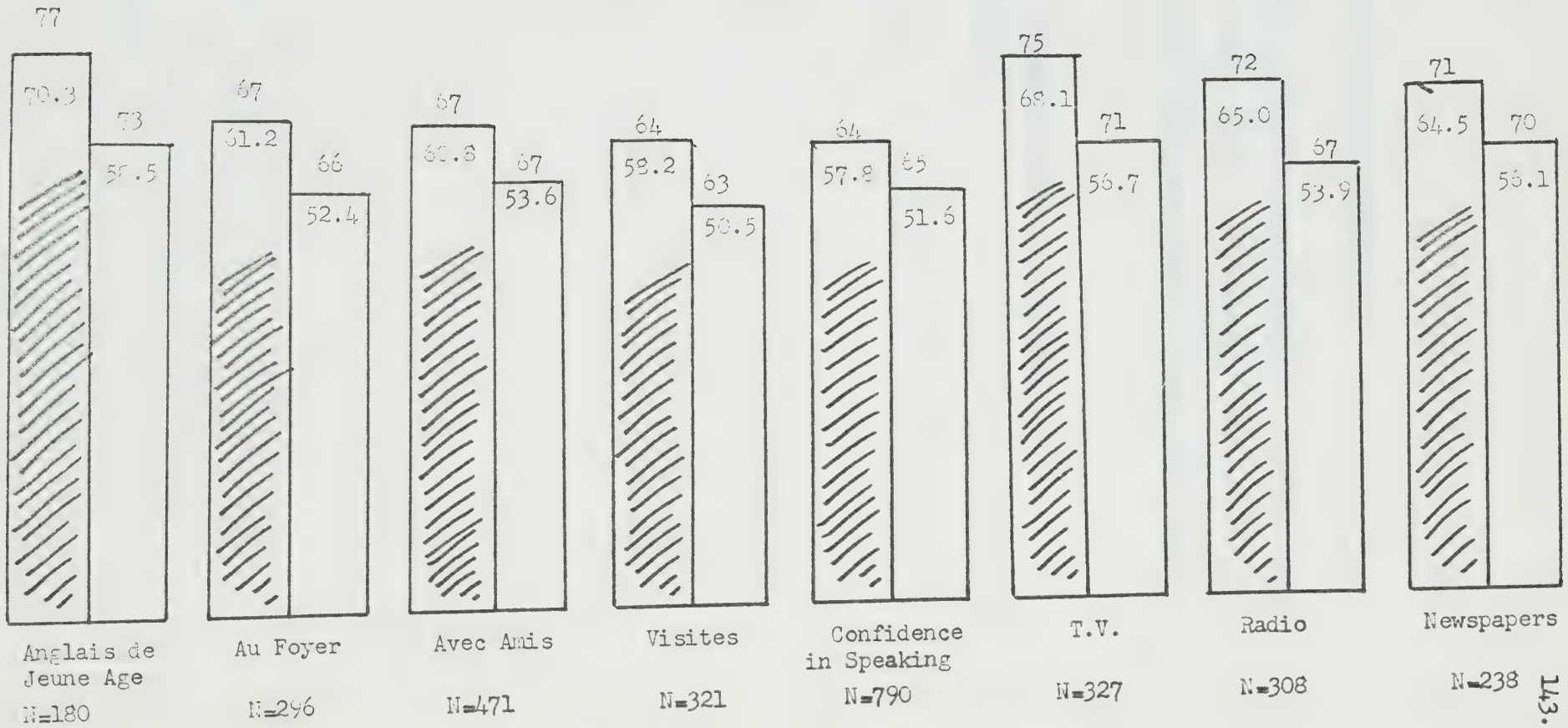
CHART 15

Contact With English Outside School
vs. Confidence in Speaking
Mean Test Results - Quebec Students

Listening Test

Reading Test

N.B.: Numbers above each column - mean score in terms of native speakers



Informal Use of English Builds Up Confidence

It is the opinion of the writer that success in using English informally is a very powerful factor in developing the kind of confidence that is related to the achievement of reasonable fluency in the language.

In Quebec to-day, the major means of achieving this is to be found outside of the school.

2. Balance Between Listening and Reading Skills

Throughout the analysis of the test results of students included in this study, the writer has been fascinated by the differences between the mean Listening test scores and those on the Reading test for various groups of students. It was noticed that:

1. on the whole, mean Listening scores were higher than Reading scores.
2. the gap between the Listening and the Reading scores were greatest for those who had high scores on both tests.

Is There an Optimum Balance Between Listening and Reading Ability?

The question suggested itself that there might be a characteristic balance between Listening and Reading ability for students who were on the way to achieving a reasonable fluency in English.

English-Canadians Did Better on Listening Test

My interest was further stimulated when it was found that a group of English-Canadian students who tried the two tests did much better on the Listening test than they did on the Reading test. This finding brought on the thought that perhaps the Listening test was easier than the Reading test. But, it was noticed that it was not easier for everyone.

Foreign Students Find the Listening Test More Difficult

In a conversation with Mr. Leslie A. Palmer, one of the program directors of Educational Testing Service, and directly responsible for the particular tests of English used in our study, the relatively higher scores made by our students on the Listening test were mentioned. He was surprised at this and said that most of the foreign students who had tried these tests under his program found the Reading test easier.

This, of course stimulated an even greater interest in the balance between the two skills tested.

Ratio of Listening to Reading Score

Several attempts were made to find a measure that would reflect the difference between Listening and Reading scores and could be used to compare different groupings of students in various ways. A simple index, which filled these needs was the ratio of Listening to Reading scores.

A ratio of 1 would be obtained if the Listening and Reading scores scores were the same.

A ratio of Greater than One would be obtained if the Listening score was higher than the Reading score.

A ratio of Less than One would be obtained if the Listening score was lower than the Reading score.

Example - Watching English T.V.

An example of the use of the index can be given using the mean scores received by students grouped according to the way they answered the question on watching English T.V.

Chart 9, showed the mean scores on the two tests for five categories of students grouped according to the frequency with which they watched English T.V. It will be noted that the Listening and Reading scores for students who watch little or no English television are almost the same. The scores for those who watch a lot of English T.V. show a great difference between the Listening and Reading results. The calculation of the ratio $\frac{\text{Listening Test Score}}{\text{Reading Test Score}}$ will reflect this.

Using the simple technique for all five groups, we get the following table:

Watching English Television - Quebec Students
Ratio of Listening to Reading Scores

Amount of Watching	Percent of Students	Mean Scores Listening Test	Reading Test	Ratio $\frac{\text{Listening}}{\text{Reading}}$
None	20%	37.0	39.0	.95
Occasionally	30%	41.3	41.9	.99
Often	29%	48.9	45.6	1.07
As much as French T.V.	12%	64.4	54.1	1.19
More than French T.V.	9%	73.0	60.2	1.21
	100%			

Students With Reasonable Fluency in English Have High Ratio of Listening/Reading Scores

It will be remembered that in chapter 5 we arbitrarily set a standard of reasonable fluency in English as a score equal to 60 percent of the average attained by a sample of English-Canadian high school students. We will now look at the students grouped according to the amount of English T.V. they watch, but this time relating reasonable fluency in English to the ratio of Listening/Reading scores.

Watching English T.V. - Quebec Students
Reasonable Fluency vs. Ratio of Listening/Reading Scores

Amount of Watching	Scores Converted in terms of Native Speakers		Ratio of Listening/Reading
	Listening Test	Reading Test	
None	41	49	.95
Occasionally	46	52	.99
Often	54	57	1.07
As often as French T.V.	71	68	1.19
More often than French T.V.	81	75	1.21

Two Groups Attain Standard of Reasonable Fluency and Also Have High Ratios Listening/Reading Scores

The two groups which watch English T.V. the most have reasonable scores in both Listening and Reading. They also have much higher Listening scores than Reading scores.

There seems to be a consistent increase in the ratio of Listening/Reading as the English scores increase.

Ratio of Listening/Reading Scores are High for All Groups Which Attain Reasonable Fluency in English

The same pattern that is found in examining the tables concerning the watching T.V. is found for all the groupings we have made which discriminate between students with high and low scores. The ratio of Listening/Reading goes up as the scores go up. The groups of students which attain a reasonable fluency in English in both tests have a ratio of 1.12 or higher.

We will not repeat all the tables as we did with the table on watching of English T.V., but we will present the converted scores of those groups which attained our standard of reasonable fluency and the ratio between their Listening and Reading scores:

Ratio of Listening/Reading Scores for Groups With Reasonable Fluency in English

	Scores Converted in terms of Native Speakers		Ratio of Listening/Reading Scores
	Listening Test	Reading Test	
Three Provinces Table 25.			
New Brunswick	76	68	1.27
Ontario	94	95	1.12
Quebec Students Location of Places Studied Chart 4	None qualify		None qualify
Quebec Students Location of Residence Chart 5	None qualify		None qualify
Students of Quebec Collèges Classiques Location of Schools Chart 6			
Outaouais	72	64	1.24
Cantons de l'est	61	61	1.13

	Scores Converted in terms of Native Speakers		Ratio of Listening / Reading Scores
	Listening Test	Reading Test	
Ethnic Composition of Parishes - Quebec Students			
Students Who Did Not Always live in French parishes Table 30.	64	64	1.13
Mother Tongue of Parents - Quebec Table 32.			
One Parent English	73	69	1.20
English Spoken in the Home - Quebec Chart 7			
Occasionally	63	63	1.12
Often	76	66	1.30
Most of time	89	83	1.22
Visits to English Milieu Table 34.			
1 to 2 months	61	61	1.13
3 months or more	73	68	1.21

	Scores Converted in terms of Native Speakers		Ratio of Listening / Reading Scores
	Listening Test	Reading Test	
Knew English at an early age			
Yes	78	73	1.20
Speaking English to English friends Chart 8			
Most of the time	67	67	1.13
Watching English Television Chart 9			
As Often as French	71	68	1.19
More Often than French T.V.	81	75	1.21
Listening to English Radio Chart 10			
As often as French	69	65	1.20
More often than French Radio	76	71	1.22

	Scores Converted in terms of Native Speakers		Ratio of Listening / Reading Scores
	Listening Test	Reading Test	
Reading English Newspapers Chart 11			
Once a Week	none	60	1.08
Regularly	71	70	1.15

For Students with Reasonable Fluency in English - Listening Skills Seem to be Dominant

A ratio of 112 or over between Listening and Reading test scores seems to be characteristic of the Quebec students in our group who have a reasonable fluency in English. The Listening skill, according to our tests, dominates. This is not the case for students who do less well on the two tests. The ratio between the two test scores is closer to 1.

Listening and Speaking Skills seem to be Predominant in the Development of All-Round Fluency in English

We have seen that students who were confident of their ability to speak English were almost certain to be confident, as well, of their ability to read and write English. This confidence was justified in terms of their scores on our tests. They scored reasonably high.

The pattern seen by looking at the Listening to Reading Score ratio suggests the same sort of thing. The more successful students were in understanding the spoken word, as measured by the Listening test, the more likely it was that their general level of English (scores on both tests) would go up.

Balance Between Listening and Reading Skills Different for Foreign Students and Canadian Students

It was reported that foreign students who took the test used in this study found the Listening test more difficult than the Reading test. We have seen that this is not the pattern for Canadian students - English-speaking as well as French-speaking. However, French-speaking students who are isolated from English-speaking people and their communication media hit a balance between the two skills that is about one to one. This balance is characteristic of the French-Canadian students whose achievement on the two tests is relatively low. As informal contact with English increases, the balance tends to favor the Listening skill and the level of achievement generally goes up.

Teaching of Oral-Aural Skills - Most Important

If it is true that a certain level of fluency with spoken English has to be achieved by Québec students before significant progress is made in other language skills, it is logical to suggest that schools should concentrate more than is the case on teaching students to speak and understand the language.

VII General Findings

There are a number of firm impressions the writer has about the status of English, its teaching and learning in French Canada after an examination of the data turned up by this study.

English is Not Considered a Foreign Language by French-Canadian Students

It seems that, for the group of students included in this study, English is accepted as a natural, normal, useful attribute of French-Canadians. Most of the students in the group want to learn English. Take any reasonable argument in favor of studying the second language, and it will be supported as a legitimate reason for studying English. It might be expected that some arguments would be supported more than others; in fact, this did not happen to a significant degree. It could be expected that students who received high marks in school on this subject would be more enthusiastic about studying English than those who had poor marks. This was not so except in cases which could be logically explained. One might think there would be differences according to sex or type of school attended or intelligence, but none of these factors seemed important in differentiating students in their attitudes.

Not only was support strongly in favor of the study of English, but it was difficult to diminish this strength even by appealing to nationalist sentiment.

There is reasonable concensus about the main reason for the study of English. It has to do with earning one's living. Over one half of the students chose work as their main reason for studying this subject.

For the students in our group English is mainly a spoken language. When asked where they had learned most of their English, more than half felt they had done it outside of school. This is an implied criticism of the success of the school in doing an adequate job. Further analysis indicated that the main dissatisfaction was with not learning to speak the language. English for these students was more than a school subject made up of exercises in Reading and Writing; it was a tool for speech and the understanding of the spoken word. This was shown vividly by the widespread use of the English language, for example, 80% watched English television to some degree.

Such behaviour - solid support for the study of English at school, a critical attitude to the way that this is done, and widespread use of the language is not that of a group which finds it incongruous that English is on the school curriculum or a group that does not clearly see the need for knowing the language.

It would be interesting to see whether there is such concensus among students in favour of some other subjects on the school curriculum as there is for English.

About a Quarter of the Quebec Students Approach Reasonable Fluency in English

Although there seems to be strong motivation for the learning of English, only about a quarter of the Quebec students who were tested have scores that come reasonably close to those of English-Canadian students who took the same test. However, the top quartile of Quebec students have an average test score which is 80% of the mean score of the native speakers.

The level of English attained by the upper group is not entirely the result of the work they have done in school. The top quartile is mainly drawn from people who have had considerable contact with the language outside of school; at home, speaking with English-speaking friends, through watching television and in other ways.

Even this group, however, is not in a position to compete on equal terms with native English speakers for jobs where fluency in English is a prime requirement.

The School Provides the Basis for Later Improvement of Fluency in English

The English course given in Quebec schools is not intended to achieve perfect fluency in English. Our test results show that the knowledge of English of most of the students tested is far from such a standard. However, one of its aims is to give young French-Canadians a basis for further improvement in the language after leaving school. This aim is achieved in varying degrees.

Since the school does not isolate students entirely from English-Canadian influences, some of the improvement of basic school English begins for many students while they are still at school. When they leave school, there may be further improvement as suggested by the superior test results of the group of collège students presently in first year of university.

Of course, the quality of the foundation depends to some extent on the kind of school attended. From the comparisons made in this study, it is reasonably clear that students educated in collège classiques have an advantage over graduates of écoles publiques.

Regional Variations in Knowledge of English are Found

As expected, the simple procedure of grouping students according to the density of the population of British origin in the places where they have lived and studied and calculating mean test scores for the various groupings does reflect differences in knowledge of English.

The most obvious differences are to be found when one compares the test scores of Quebec students with those of Ontario and New Brunswick. Within the province of Quebec, regional differences are much smaller, but indicate that there are important influences that are related to increased knowledge of English.

The main influences have to do with actual informal, out of school contact with English Canadians and their media of communication.

Informal Contact with English - The Most Important Way to Fluency in the Second Language

Informal contact with English-Canadians and English media of communication is an all-pervasive part of life for many young people in Quebec.

Eleven percent of Quebec students said they were already able to speak English before starting school.

Nineteen percent said that English was spoken at least some of the time in their homes.

Twenty percent said they had visited in an almost completely English-Canadian milieu for an extended period recently.

Thirty percent said they spoke English to English-speaking friends most of the time.

Eighty percent said they watched English television at least occasionally.

These informal influences were found to be highly related to knowledge of English as measured by our tests.

Perhaps it is more than the specific exposure to the English language, but the powerful impact of the North-American English-speaking society that develops many pressures on French-Canadians to learn English.

Whatever the underlying pressures are, the informal participation in English language activities seems to be the most important way of achieving reasonable fluency in English. If this is true even for students who are isolated from the work world, it might be expected that when schooling is completed, the same forces would become even more powerful.

Informal contact mainly involves speaking and understanding the spoken word, and students equate these things with English!

The test of one's knowledge of English (read, "spoken English") occurs not in school, but outside of school; in the ability or to follow an English television program or to carry on a conversation with English-speaking friends. If a student passes this test, he may consider he has attained a certain practical fluency with the language. Then it becomes for him not a school subject, but a useful skill.

The satisfaction and confidence that comes from having achieved, even to a limited extent, a practical facility in the use of speaking and listening skills, may make for a more relaxed and effective approach toward learning to use the other language skills.

It is perhaps in this way that learning to speak English is primary; at least for French Canadians in Quebec. It is a break-through in learning the language that acts as an impetus for further learning.

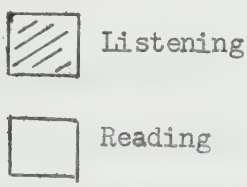
The Balance Between Listening and Reading Skills

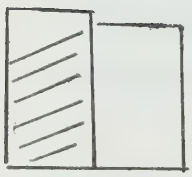
Further evidence for the primacy of the speaking and listening skills came from a comparison of Listening and Reading scores. High scores in both tests were achieved only by groups of students who had relatively high Listening test scores.

The characteristic patterns may be illustrated as follows:

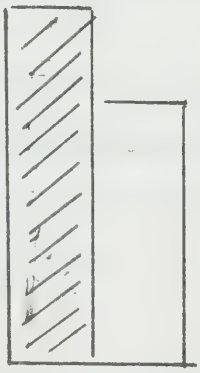
Groups of Students With Average or Lower Knowledge of English. (People who did not have much informal contact with English)

Groups of Students With Reasonable Fluency in English (People who had a lot of informal contact with English)





Small Difference Between Listening and Reading Scores



Large Difference Between Listening and Reading Scores

A ratio of $\frac{\text{Listening}}{\text{Reading}}$ scores used to compare students according to the degree of contact they have had with English illustrates the importance of the Listening and Speaking skills dramatically. The ratio moves upward in the form of an exponential curve as one goes from people who have had little or no informal contact with English to those who have had the most. Disproportionately higher Reading scores are obtained by people who have done a lot of speaking and listening to English outside of school.

The general improvement of English (as indicated by the level achieved in both tests) seems to be highly related (for Quebec students in our group) to superior scores in the Listening test.

The logical conclusion of this findings is that greater success in the teaching of English would be obtained (among French-Canadian students at least) by putting relatively greater effort into the development of speaking and listening skills.

Starting to Learn The Second Language Early - Does it Interfere with a Student's General Scholastic Standing?

It is argued that it may be harmful to the individual if he starts the study of a second language at too early an age. Some say that it will interfere with the mastery of his own language and perhaps handicap his general intellectual development.

The question of interference with one's first language will not be discussed here, but there is some evidence in the material we have gathered to suggest that the second argument is not well founded. This must be qualified to say that in the case of the Quebec students in our group, it was found that there was no relationship between the time at which the student began his study of English and the scolastic standing that he achieved in terms of his last set of final examinations.

Beginning of Study of English and Final Marks at School are Examined

Each student was asked to check the grade at which he began the study of English, and also to indicate the average mark he received in his last set of final school examinations. These two pieces of information will becompared to see if one is related to the other.

The hypothesis that will be tested is that there is a connection between the grade at which a student begins the study of English and his academic achievement as measured by the average mark he receives on his final school examinations, and that those who begin early will be affected adversely.

If the hypothesis is true, you would expect to find more students with a poor final standing among those who have begun their study of English in the earlier grades.

Following is the distribution of Quebec students by the average grade they received for all subjects in their most recent final examinations:

Average Grade Received	Number of Students	%
80 to 100	182	11.5
70 to 79	804	51.0
60 to 69	568	36.0
50 to 59	22	1.4
Below 50	2	0.1
Total	1578	100.0

We will make a similar distribution of the students by average grades for each beginning grade for which we have sufficient numbers, i.e. grades 2 to 6. If the hypothesis is correct we would expect to find a higher percentage of students than shown above for groups which have the higher average scores.

Table 45. Final School Average for All Subjects vs. Grade at Which Study of English was Begun at School - Quebec Students

Grade at Which Study of English Was Begun	N	Average Mark - All Subjects Most Recent Final Examinations Percent 80 to 100	Percent 70 to 79	Percent 60 to 69
All Quebec Students	1578	11.5	51.0	36.0
Started English in Grade 2	83	12.0	49.4	36.1
Started English in Grade 3	308	11.7	51.0	35.7
Started English in Grade 4	870	11.5	51.5	35.5
Started English in Grade 5	177	10.5	45.8	42.4
Started English in Grade 6	83	12.0	51.8	34.9

Final School Marks Not Related To grade At Which the Study of English was Begun

The distribution of students at each starting point is in the ratio of 12:51:36 or very close to it except in the case of grade 5 where there are less than you would expect at the 70 to 79 level, and more than you would expect at the 60 to 69 level. Except in this single case, the greater percentages of poor students in those

groups which started English in grades 2 or 3 which you would expect if the hypothesis were true are not found. Instead, there is a practically uniform distribution following the expected pattern.

Does a Lot of Contact With English Affect the General Scholastic Standing of Students?

The writer decided to pursue the question of interference that may be related use of a second language. The question now asked is, does the extensive use of English by a French-Canadian student ultimately interfere with his progress in school?

There are many opportunities for contact with the English language in Quebec and large numbers of students in the group studied claimed to have quite extensive informal contacts in the English-Canadian milieu. It was thus possible to test the relationship between use of English and academic standing received by students in their own schools. This was done in the same way described in the previous section.

This time students who claimed to have a lot of contact with English were distributed according to the average grades they received on their most recent final examinations.

Table 46. Average School Grades in All Subjects vs. Extensive Use of English

Type of Contact With English	N	Average Mark - All Subjects on Most Recent Final Examinations		
		Percent 80 to 100	Percent 70 to 79	Percent 60 to 69
All Quebec Students	1578	11.5	51.0	36.0
Knew English before Starting School	181	13.3	49.2	36.5
Watched English Television as Much as French T.V. or more	330	12.1	48.2	38.2
Listened to English Radio as often as To French Radio or More often	312	13.5	48.1	37.2
Read English Newspapers or Magazines Regularly	240	11.3	47.5	38.8
English Spoken in the Home	299	12.4	45.8	40.1
Spoke English with English-speaking friends most of the time	474	14.3	49.2	35.2

Final School Marks Not Related to Extensive Use of English

Again it is found that students who use English extensively are distributed according to their scholarship in the same way as all students in the Quebec group. There seems to be no relationship between extensive use of English and academic standing.

APPENDICE A

Numéro_____ Nom de l'étudiant_____

Questionnaire destiné aux étudiants prenant
les tests d'anglais.

Monsieur, mademoiselle,

Vous trouverez ci-joint un questionnaire qui nous servira dans l'analyse des résultats de nos tests d'anglais. Dans ce questionnaire on demandera:

1. des renseignements personnels (age, sexe etc.)
2. des détails sur votre formation anglaise.
3. des renseignements sur votre expérience dans le milieu canadien-anglais.
4. vos points de vue sur quelques sujets.

Le but de cette enquête sera d'établir les facteurs les plus importants selon l'expérience de l'étudiant, dans l'apprentissage de l'anglais comme langue seconde. Votre collaboration facilitera beaucoup notre étude.

Veuillez lire chaque question attentivement et choisir une réponse.

1. Sur le questionnaire encerclez le numéro de votre réponse.
2. Sur la feuille de réponses remplissez l'espace.

   Veuillez voir l'exemple à la page suivante.

N.B. a. Utilisez un crayon noir, pas trop aiguisé.

b. Si vous vous trompez effacer et corriger.

c. Ne les rayez pas.

d. N'utilisez pas de stylo à bille.

e. Ne mettez qu'une réponse par ligne.

f. Veuillez ne pas froisser la feuille de réponses.

Nous vous demandons votre nom pour nous assurer que les renseignements et les résultats des deux tests s'appliquent à la même personne. Vos réponses resteront confidentielles.

Nous vous remercions de votre collaboration. Veuillez agréer, cher monsieur, mademoiselle, l'expression de nos sentiments distingués.

Avant de répondre aux questions, veuillez lire attentivement l'exemple suivant.

EXEMPLE

LIGNES 1 à 4.

NUMERO DE L'ETUDIANT - INSCRIVEZ VOTRE NUMERO DANS LES LIGNES 1 à 4 en remplissant un espace par chiffre comme dans l'exemple ci-dessous pour le numéro 0046 sur la feuille de réponses imprimée en rouge.

Questionnaire.

Ligne 7. Allez-vous au cinéma pour voir des films anglais?

1. non, parce que je ne vais jamais au cinéma.

2. non, parce que les films anglais ne sont pas disponibles.

3. non, parce que je ne comprends pas l'anglais, et par conséquent je ne suis pas intéressé.

4. non, parce que même si je comprends l'anglais, je ne suis pas intéressé.

5. oui, une à trois fois par année.

6. oui, plus qu'une fois par mois.

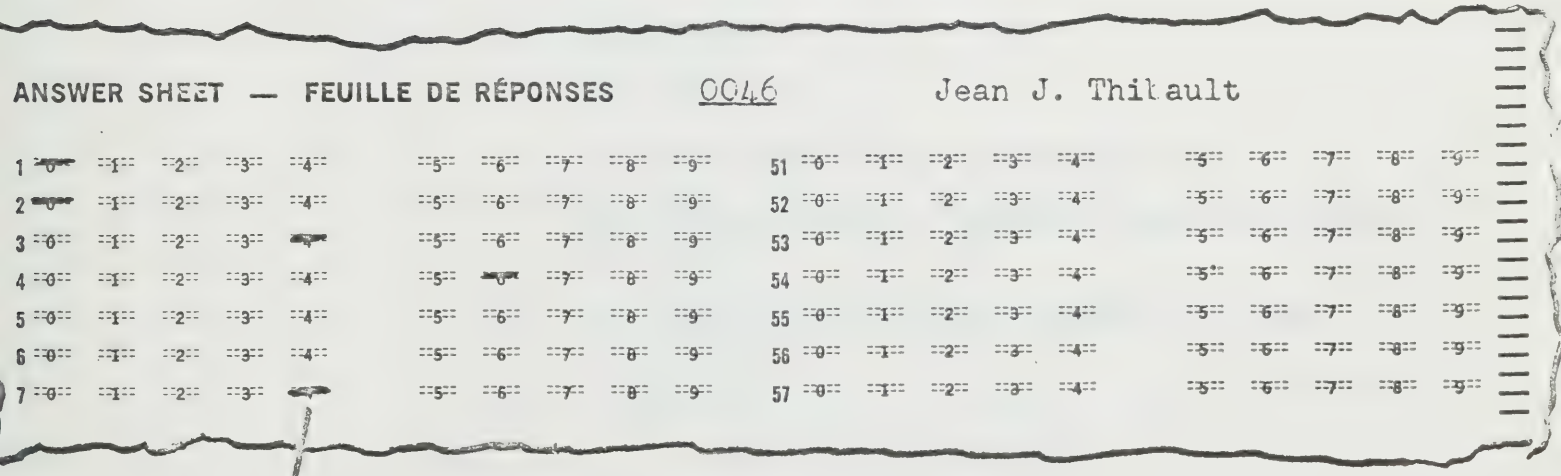
la réponse choisie.

Lisez attentivement la question et les choix de réponses qui la suivent.

Choisissez donc la réponse appropriée.

Après avoir lu la question et choisi une réponse, par exemple la réponse numéro 4, encerclez le numéro 4 sur le questionnaire comme c'est fait ci-dessus.

Cherchez sur la feuille de réponses la ligne 7 indiquée vis-à-vis la question et remplissez l'espace entre les deux traits pointillés ayant le numéro de la réponse choisie - en ce cas le numéro 4, comme c'est fait ci-dessous.



La réponse choisie

ENQUETE SUR LES ETUDIANTS DES UNIVERSITES ET COLLEGES CANADIENS

Nom de l'étudiant - Inscrivez votre nom tout en haut de la feuille de réponses à droite.

Ligne 1-4 - Numéro - COPIEZ LE NUMERO QUE VOUS AVEZ ECRIT TOUT EN HAUT DE LA FEUILLE DE REPONSES ET REMPLIR LES TRAITS CORRESPONDANT AUX CHIFFRES COMME L'EXEMPLE DE LA PAGE PRECEDENTE.
(un chiffre par ligne.)

Ligne 5 - En quelle année êtes-vous inscrit actuellement?

1. En première Sciences ou Génie.
2. En Génie Forestier.
3. En Sciences Sociales.
4. En Education.
5. En Commerce.
6. En autre Faculté de l'université.
7. En Belles Lettres (première année au niveau collegial).
8. En rhétorique (deuxième année au niveau collegial).
9. Ailleurs

Sexe et Age

Ligne 6. Sexe:

1. masculin
2. féminin

Ligne 7 Age:

1. moins de 16 ans.
2. 16 ans.
3. 17 ans.
4. 18 ans.
5. 19 ans.
6. 20 ans.
7. 21 ans.
8. 22 ans ou plus.

Lieu de naissance

Ligne 8. Où êtes-vous né?

1. au Québec.
2. au Nouveau-Brunswick.
3. en Ontario.
4. en Nouvelle-Ecosse, à l'Ile-du-Prince-Edouard ou à Terre-Neuve.
5. au Manitoba, au Saskatchewan, en Alberta, en Colombie-Britannique ou dans les Territoire du Nord-Ouest.
6. en France.
7. aux Etats-Unis
8. ailleurs que dans les provinces et pays mentionnés ci-dessus.

Langue maternelle - La première langue que vous avez apprise durant l'enfance et que vous comprenez encore.

Ligne 9. Quelle est la langue maternelle de votre mère?

1. le français.
2. l'anglais.
3. autre.

Ligne 10. Quelle est la langue maternelle de votre père?

1. le français.
2. l'anglais.
3. autre.

Ligne 11. Quelle est votre langue maternelle?

1. le français.
2. l'anglais.
3. autre.

Où avez-vous étudié à l'école primaire?

Ligne 12. Changements:

1. J'ai fait toutes mes études primaires dans une seule province. (Allez à la ligne 13)

2. J'ai fait plus de la moitié de mes études primaires dans une seule province. (Allez à la ligne 13)

3. J'ai fait mes études primaires dans deux provinces ou plus, mais dans aucune province je n'ai étudié plus de la moitié du temps. (Allez à la ligne 14)

4. J'ai fait plus de la moitié de mes études primaires dans un pays étranger. (Allez à la ligne 14)

5. Autre. (Allez à la ligne 14)

Si vous avez répondu à 1 ou 2 - c'est-à-dire si vous avez fait au moins la moitié de vos études primaires dans une seule province du Canada, répondez à la ligne 13 où l'on demande le lieu principal de vos études primaires. Sinon, allez à la ligne 14.

Ligne 13. Lieu principal des études primaires au Canada.

1. au Québec.

2. au Nouveau-Brunswick.

3. en Ontario.

4. en Nouvelle-Ecosse, à l'Ile-du-Prince-Edouard ou à Terre-Neuve.

5. au Manitoba, au Saskatchewan, en Alberta, en Colombie-Britannique ou dans les Territoires du Nord-Ouest.

Ligne 14. Langue d'enseignement au cours primaire.

1. toujours le français (à l'exception du cours d'anglais).

2. la plupart du temps le français.

3. plus souvent le français que l'anglais.

4. plus souvent l'anglais que le français.

5. la plupart du temps l'anglais.

6. toujours l'anglais (à l'exception du cours de français).

Où avez-vous étudié après le cours primaire?
(de la fin du cours primaire jusqu'à l'an dernier)

Ligne 15. Changements:

1. J'ai fait toutes mes études au-dessus du niveau primaire dans une seule province. (Allez à la ligne 16).

2. J'ai fait plus de la moitié de mes études au-dessus du niveau primaire dans une seule province. (Allez à la ligne 16).

3. J'ai fait mes études au-dessus du niveau primaire dans deux provinces ou plus mais dans aucune province je n'ai étudié plus de la moitié du temps. (Allez à la ligne 17)

4. J'ai fait plus de la moitié de mes études au-dessus du niveau primaire dans un pays étranger. (Allez à la ligne 17)

5. Autre. (Allez à la ligne 17)

Si vous avez répondu à 1 ou 2 - c'est-à-dire si vous avez fait au moins la moitié de vos études au-dessus du niveau primaire dans une seule province du Canada, répondez à la ligne 16 où l'on demande le lieu principal de vos études au-dessus du niveau primaire. Sinon, allez à la question 17.

Ligne 16. Lieu principal des études au-dessus du niveau primaire au Canada.

1. au Québec.

2. au Nouveau-Brunswick.

3. en Ontario.

4. en Nouvelle-Ecosse, à l'Ile-du-Prince-Edouard ou à Terre-Neuve.

5. au Manitoba, au Saskatchewan, en Alberta, en Colombie-Britannique ou dans les Territoires du Nord-Ouest.

Genres d'écoles

Ligne 17. Quels genres d'écoles avez-vous fréquentées après l'école primaire?

1. toujours le collège classique.

2. toujours l'école secondaire publique.

3. l'école secondaire publique et plus tard l'école technique.

4. une autre école privée.

5. l'école secondaire publique et le collège classique.

6. un autre genre d'institution.

Ligne 18. Etiez-vous pensionnaire ou externe après l'école primaire?

1. pensionnaire

2. externe

3. parfois pensionnaire, parfois externe.

Ligne 19. Langue d'enseignement au-dessus du niveau primaire (de la fin de l'école primaire jusqu'à l'an dernier)

1. toujours le français (à l'exception du cours d'anglais).

2. la plupart du temps le français.

3. plus souvent le français que l'anglais.

4. plus souvent l'anglais que le français.

5. la plupart du temps l'anglais.

6. toujours l'anglais (à l'exception du cours de français)

Etude de l'anglais.

Ligne 20. En quelle année avez-vous commencé à étudier l'anglais à l'école?

0. au pré-scolaire, à la maternelle, au jardin d'enfance.

1. en 1ère ou 2ième année.

2. en 3ième année.

3. en 4ième année.

4. en 5ième année.

5. en 6ième année.

6. en 7ième année.

7. en 8ième année ou éléments latins.

8. en 9ième année ou syntaxe.

9. plus tard.

Ligne 21. Combien d'années avez-vous étudié l'anglais sans compter l'année actuelle? (Ne tenez pas compte de la fréquence de ces cours).
Comptez-les exactement.

0. trois années ou moins.

1. quatre années.

2. cinq années.

3. six années.

4. sept années.

5. huit années.

6. neuf années.

7. dix années.

8. onze années.

9. douze années ou plus.

Avez-vous appris l'anglais pendant votre jeune âge?

Ligne 22. Certaines personnes apprennent la langue seconde avant de commencer leurs études à l'école, par exemple au foyer, dans la rue en jouant avec des enfants d'expression anglaise etc.

Parliez-vous déjà l'anglais avant de commencer l'école?

1. oui.

2. non.

Langue d'enseignement dans les cours d'anglais

Ligne 23. A l'école primaire, avez-vous eu un professeur d'anglais qui enseignait surtout en anglais?

1. jamais.
2. pour une année seulement.
3. pour deux années seulement.
4. pour trois années ou plus.
5. je ne me souviens pas.

Ligne 24. Après l'école primaire, avez-vous eu un professeur d'anglais qui enseignait surtout en anglais?

1. jamais.
2. pour une année seulement.
3. pour deux années seulement.
4. pour trois années ou plus.
5. je ne me souviens pas.

Professeurs anglophones - Pour l'enseignement de l'anglais

Ligne 25. A l'école primaire et au-dessus du niveau primaire, avez-vous eu des professeurs anglophones pour vos cours d'anglais?

1. jamais.
2. pour une année seulement.
3. pour deux années seulement.
4. pour trois années ou plus.
5. je ne me souviens pas.

Appareils auditifs pour l'enseignement de l'anglais

Quelques écoles utilisent des disques ou rubans magnétiques pour l'enseignement de l'anglais en classe. On écoute la langue parlée, on répète les phrases entendues et on répond aux questions posées.

Ligne 26. L'année dernière dans vos cours d'anglais avez-vous eu des leçons où le professeur a utilisé une telle méthode?

1. non.
2. oui, mais ce n'était pas obligatoire et je n'ai pas assisté.
3. oui, environ une heure par semaine.
4. oui, environ deux heures par semaine.
5. oui, environ trois heures par semaine.
6. plus que trois heures par semaine.

Quelques écoles utilisent des laboratoires de langues pour l'enseignement de l'anglais. Dans ces laboratoires chaque étudiant a des écouteurs et les utilise pour écouter des enregistrements modèles en anglais sur rubans magnétiques.

Ligne 27. L'année dernière avez-vous eu des cours où on a utilisé de tels appareils pour perfectionner votre anglais?

1. non.
2. oui, mais ce n'était pas obligatoire et je n'ai pas assisté.
3. oui, environ une heure par semaine.
4. oui, environ deux heures par semaine.
5. oui, environ trois heures par semaine.
6. oui, plus que trois heures par semaine.

Enseignement en anglais de matières autres que l'anglais

Avez-vous utilisé des manuels de langue anglaise pour l'étude des matières autres que l'anglais?

Ligne 28. Histoire ou géographie au-dessus du niveau primaire.

1. non.

2. pour une année seulement.

3. pour deux années ou plus.

Ligne 29. Sciences ou mathématiques au autres matières au-dessus du niveau primaire.

1. non.

2. pour une année seulement.

3. pour deux années ou plus.

Connaissance de l'anglais

Ligne 30. Parlez-vous l'anglais assez couramment pour soutenir une conversation?

1. oui.

2. non.

Ligne 31. Ecrivez-vous l'anglais assez couramment pour écrire une lettre à un ami?

1. oui.

2. non.

Ligne 32. Lisez-vous l'anglais assez couramment pour lire et comprendre un journal?

1. oui.

2. non.

Ligne 33. Avez-vous étudié d'autres langues que le français et l'anglais?

Langues classiques:

1. aucune.

2. le latin seulement.

3. le grec seulement.

4. le latin et le grec.

Ligne 34. Langues modernes: autres que le français et l'anglais.

1. aucune.

2. l'espagnol.

3. l'allemand.

4. l'espagnol et l'allemand.

5. une langue non mentionnée.

6. deux langues ou plus à l'exception de l'espagnol.

Ligne 35. Quelle a été votre note en anglais au terme de votre dernière année d'étude de cette langue à l'examen officiel, s'il y a eu un examen officiel? Sinon, donnez la note de fin d'année.

1. de 80 à 100%.
2. de 70 à 79%.
3. de 60 à 69%.
4. de 50 à 59%.
5. note inférieure à 50%.

Ligne 36. Quelle a été votre note en français?

1. de 80 à 100%.
2. de 70 à 79%.
3. de 60 à 69%.
4. de 50 à 59%.
5. note inférieure à 50%.

Ligne 37. Quelle a été votre moyenne générale de l'ensemble de vos matières?

1. de 80 à 100%.
2. de 70 à 79%.
3. de 60 à 69%.
4. de 50 à 59%.
5. note inférieure à 50%.

La télévision et la radio anglaises

Ligne 38. Regardez-vous des programmes de langue anglaise à la télévision?

1. je ne regarde jamais la télévision.

2. non, parce qu'ils ne nous sont pas transmis.

3. non, parce que je ne comprends pas l'anglais et par conséquent je ne suis pas intéressé.

4. non, parce que même si je comprends l'anglais je ne suis pas intéressé.

5. parfois, une à trois fois par mois.

6. assez souvent, mais pas aussi souvent que la télévision française.

7. aussi souvent que la télévision française.

8. la plupart du temps que je regarde la télévision.

Ligne 39. Ecoutez-vous des émissions de langue anglaise à la radio?

1. je n'écoute jamais la radio.

2. non, parce qu'ils ne sont pas disponibles.

3. non, parce que je ne comprends pas l'anglais et par conséquent je ne suis pas intéressé.

4. non, parce que même si je comprends l'anglais, je ne suis pas intéressé.

5. parfois, une à trois fois par mois.

6. assez souvent, mais pas aussi souvent que la radio française.

7. aussi souvent que la radio française.

8. la plupart du temps que j'écoute la radio.

Lecture des journaux et des revues de langue anglaise

Ligne 40. Lisez-vous des journaux et des revues rédigés en anglais?

1. je ne lis jamais de journaux ou de revues.

2. non, parce que je ne comprends pas l'anglais et par conséquent je ne suis pas intéressé.

3. non, parce que même si je comprends l'anglais je ne suis pas intéressé.

4. je les lis habituellement.

5. au moins une fois par semaine.

6. au moins une fois par mois.

7. moins qu'une fois par mois.

Conversation en anglais

Ligne 41. Parlez-vous anglais au foyer?

1. on parle toujours français.

2. on parle parfois anglais.

3. on parle anglais souvent mais pas aussi souvent que le français.

4. on parle anglais aussi souvent que le français.

5. on parle anglais la plupart du temps.

Ligne 42. Quand vous parlez avec des amis de langue anglaise, parlez-vous en anglais?

1. jamais.

2. parfois en anglais.

3. assez souvent mais pas aussi souvent qu'en français

4. la moitié du temps en anglais.

5. la plupart du temps en anglais.

6. je n'ai pas d'amis de langue anglaise.

Ligne 43. Dans les deux dernières années, avez-vous passé un certain temps dans un milieu entièrement anglais, par exemple durant vos vacances, au cours d'une visite chez des parents de langue anglaise, au travail, à l'hôpital, etc...?

1. non.

2. moins d'un mois.

3. un ou deux mois.

4. plus que trois mois.

Etude de l'anglais

Ligne 44. On apprend une langue seconde de diverses façons. A votre avis, où avez-vous appris l'anglais le plus?

1. à l'école

2. au foyer

3. en dehors de l'école et du foyer - par exemple en parlant avec des amis, en travaillant après les heures de classe, en écoutant la radio ou la télévision, etc.

4. je ne sais pas.

Voici comment plusieurs expliquent leur désir d'apprendre l'anglais. Certaines de ces explications valent-elles pour vous?

Ligne 45. La connaissance de l'anglais est absolument indispensable au genre d'emploi que j'espère obtenir.

1. oui.

2. non.

Ligne 46. Bien que ce ne soit pas indispensable, la connaissance de l'anglais sera un avantage précieux pour le genre de travail auquel je me prépare.

1. oui.

2. non.

Ligne 47. Je voudrais pouvoir communiquer plus facilement avec des amis de langue anglaise.

1. oui.

2. non.

Ligne 48. Je voudrais pouvoir lire les journaux anglais et comprendre les émissions de radio et les programmes de télévision en langue anglaise.

1. oui.

2. non.

Ligne 49. Je voudrais pouvoir lire des oeuvres de littérature anglaise.

1. oui.

2. non.

Ligne 50. Je voudrais apprendre l'anglais pour voyager à l'étranger.

1. oui.

2. non.

Ligne 51. Je voudrais apprendre l'anglais pour voyager au Canada anglais.

1. oui.

2. non.

Ligne 52. En tant que citoyen canadien, je considère que je dois aussi connaître l'anglais.

1. oui.

2. non.

Ligne 54. J'étudie l'anglais surtout parce que c'est obligatoire pour obtenir mon diplôme.

1. oui.

2. non.

Ligne 54. Quelle raison considérez-vous comme étant la plus importante pour vous? Choisissez-en une.

1. La connaissance de l'anglais est absolument indispensable pour le genre d'emploi que j'espère obtenir.

2. Bien que ce ne soit pas indispensable, la connaissance de l'anglais sera un avantage précieux pour le genre de travail auquel je me prépare.

3. Je voudrais pouvoir communiquer plus facilement avec des amis de langue anglaise.

4. Je voudrais pouvoir lire les journaux anglais, et comprendre les émissions de radio et les programmes de télévision en langue anglaise.

5. Je voudrais pouvoir lire des oeuvres de la littérature anglaise.

6. Je voudrais apprendre l'anglais pour voyager à l'étranger.

7. Je voudrais apprendre l'anglais pour voyager au Canada anglais.

8. En tant que citoyen canadien, je considère que je dois aussi connaître l'anglais.

9. J'étudie l'anglais surtout parce que c'est obligatoire pour obtenir mon diplôme.

Voici comment plusieurs expliquent leur opposition à l'importance donnée à l'enseignement de l'anglais aux Canadiens de langue française. Certaines de ces explications valent-elles pour vous?

Ligne 55. Une personne qui apprend bien l'anglais cour le danger d'acquérir une formation intellectuelle anglaise plutôt que française.

1. oui.

2. non.

Ligne 56. Une connaissance de l'anglais peut appauvrir la connaissance du français.

1. oui.

2. non.

Ligne 57. Une partie du temps que l'on consacre à l'étude de l'anglais peut être mieux utilisée pour l'étude des sciences ou des autres matières au programme.

1. oui.

2. non.

Ligne 58. Les provinces anglaises n'accordent pas à l'étude du français l'importance que la province de Québec accorde à l'étude de l'anglais.

1. oui.

2. non.

Ligne 59. Un Canadien d'expression française peut fort bien gagner sa vie sans connaître l'anglais.

1. oui.

2. non.

Ligne 60. Quelle raison considérez-vous comme étant la plus importante pour vous? Choisissez-en une.

1. Une personne qui apprend bien l'anglais court le danger d'acquérir une formation intellectuelle anglaise plutôt que française.

2. Une connaissance de l'anglais peut appauvrir la connaissance du français.

3. Une partie du temps que l'on consacre à l'étude de l'anglais peut être mieux utilisée pour l'étude des sciences ou des autres matières au programme.

4. Les provinces anglaises n'accordent pas à l'étude du français l'importance que la province de Québec accorde à l'étude de l'anglais.

5. Un Canadien d'expression française peut fort bien gagner sa vie sans connaître l'anglais.

6. A mon avis, aucune de ces raisons ne vaut.

Lieu principal de vos études

Ligne 61. Avez-vous fait plus de la moitié de vos études dans une des villes suivantes (ou leurs banlieues)?

1. Chicoutimi, Drummondville, Shawinigan, Trois-Rivières

2. Québec, Hull

3. St. Jean, Sherbrooke

4. Valley field

5. Montréal

6. Ottawa

7. Sudbury

8. Moncton

9. Aucune de ces villes.

Lieu de résidence de vos parents ou gardiens

Ligne 62. Avez-vous demeuré dix ans ou plus dans une des villes suivantes (ou leurs banlieues)?

1. Chicoutimi, Drummondville, Shawinigan, Trois-Rivières

2. Québec, Hull

3. St. Jean, Sherbrooke

4. Valleyfield

5. Montréal

6. Ottawa

7. Sudbury

8. Moncton

9. Aucune de ces villes.

Composition linguistique des paroisses où vous avez demeuré avec vos parents, tuteurs.

Ligne 63. Avez-vous toujours demeuré dans un voisinage ou quartier entièrement canadien-français, même si vous avez déménagé plusieurs fois? Prenez la paroisse comme unité géographique.

1. J'ai toujours demeuré dans les paroisses dont les habitants étaient tous ou presque tous Canadiens français.

   J'ai demeuré dans des paroisses dont plus que le quart était anglophone.

2. Pour deux ou trois années seulement.

3. Pour quatre à neuf années seulement.

4. Pour dix années ou plus.

Si vous ne pouvez pas vous classifier dans les catégories ci-dessus (ligne 63 numéro 1 à 4) choisissez la réponse la plus appropriée.

Ligne 64. J'ai demeuré dans des paroisses qui contenaient un assez grand nombre d'anglophones mais moins que le quart:

1. Pour deux ou trois années seulement.

2. Pour quatre à neuf années seulement.

3. Pour dix années ou plus.

4. Je ne peux pas me classifier de cette façon.

APPENDIX B

Methodology

Administration of Tests and Questionnaires

The tests and questionnaires were administered at the institutions where the students were enrolled, and supervised by one or more members of the teaching staff. In the case of Laval and Université de Montréal, supervision was by members of the English departments.

Equipment Used

Each student had an examination booklet with the instructions printed in French and an answer sheet which could be scored mechanically. He also had a copy of the questionnaire and a mark sense sheet on which he inscribed his coded answers. Detailed instructions were given by the instructor and in the text of the answer booklet as to the procedure to be followed in the tests and in completion of the questionnaire.

Tape Recorder Used for Listening Test

A magnetic tape was provided for each institutions for use in the Listening test. The test items were given with the original voices of a recording provided by T.O.E.F.L.

The instructions, however, were translated and a new tape produced with everything in French except the examples and test items. Each institution used its own tape recorder in the administration of the Listening test.

The Tests of English Used in the Study

The tests used in the study were part of a battery of tests called Test of English as a Foreign Language developed with the aid of Educational Testing Service, Princeton, U.S.A.

This is a test developed to assist educational institutions, government agencies and private organizations in determining the English proficiency of foreign candidates for study.

Generally speaking, T.O.E.F.L. is a high level test of English proficiency, difficult enough so that even a native English speaker might not answer all questions correctly.

Specifically, the vocabulary used in the Listening Comprehension section was controlled, so that words chosen fell above Thorndike 30 (that is, never beyond the third

thousand most frequently used words from the Thorndike list) This is also true of the questions on the reading selections on the Reading test, although not of the reading passages themselves.

The tests in the series used were:

Listening Comprehension, which tests the student's ability to understand spoken English. The candidate is tested on his comprehension of statements and questions, short informal conversations, and part of a prepared university lecture. The material was presented on tapes with care that the utterances are made a a rate of speed natural for the kind of situation represented. Fifty items are included on this test. Time 40 minutes.

Reading Comprehension, which presents short reading passages and questions about them. The passages represent the kinds of reading assignments a student is likely to be given at university. Thirty items were included in this test. Time 40 minutes.

Scoring of the Tests

Scoring of the tests was done by Educational Testing Service, who provided us with two test scores for each student

tested. The scores represented the number of questions answered correctly by the student.

Transfer of Test Scores to Questionnaire Answer Sheet

The test scores provided to us were transferred manually to each student's questionnaire answer sheet. These answer sheets, which were mark sense forms were then made into punched cards by use of an I.B.M. 1230 machine.

Scores Converted into Percentages

The raw test scores were converted into percentage scores by computer. The percentage scores are the ones used in our tables unless otherwise stated.

Students Eliminated from Final Group

Test scores and questionnaires answer sheets were received for over 2,200 students from Quebec, Ontario and New Brunswick. However, a large number of students were eliminated from the final group for which tabulations were made when a number of conditions were placed on the cases to be retained.

Conditions

1. Students were to be of French mother tongue.
2. Students were to have had all of their elementary and secondary school training in only one province.
3. The provinces from which the students were to be drawn were Quebec, Ontario and New Brunswick.
4. Quebec university students were divided into three groups:

    1. Students who had elementary and secondary education in public schools.
    2. Students who had had either elementary or secondary education at public schools.
    3. Students who had all their education at collèges classiques.

The result was six groups of students:

Quebec:	1.	Students presently studying at collèges classiques	989
	2.	University students in first year who had had all their training at écoles publiques	387
	3.	First year university students who had part of their training at écoles publiques and part at collèges classiques	98
	4.	First year university students who had had all their pre-university training at collèges classiques	96
Total for Quebec			1570
Ontario:		First year university students who had had all their education in Ontario - always in schools where French was the language of instruction	124
New Brunswick:		First year university students who had had all their education in New Brunswick in schools where French was the language of instruction	108
Total number of students			1802

Population of French-Canadian Students to be Represented

The population to be represented by our survey was to have the following characteristics:

Quebec Students

1. Students should have had all of their education in Quebec.
2. Students should have completed most of their formal study of English as a second language. We wanted students who had received most of the instruction in English provided by the school system.
3. Students from a variety of regions of the province should be included. We did not want to restrict our study to a small number of centres.
4. There should be students who have received their education at collèges classiques as well as students who have been educated in public schools. We wanted to compare the products of the two major kinds of schools in Quebec.
5. Students should be at an academic level comparable to graduates of English-speaking high schools. We wanted to be able to make some comparisons with the first year University students who were tested in French as reported by L.P. Valiquet.

Students from Other Provinces

1. Students should be of French-Canadian origin.
2. Students should have done their studies in provinces other than Quebec - in schools where French was the main language of instruction.
3. Students should have completed their high school.

Students Included in the Survey

The diversity of faculties may compensate in small measure for our lack of success in obtaining a complete testing of all students concerned. The faculties participating were:

Science	Education
Génie	Commerce
Génie Forestière	Polytechnique
Sciences Sociales	Education Physique

French-Canadian Students Attending Ontario French Language Universities

Université d'Ottawa - Almost 90% of the first year class was tested.

Université Laurentienne - Over 90% of first year Arts students were tested.

French-Canadian Students Attending the Université de Moncton

68% of the first year class was tested. This represents practically all Arts students, but not other faculties.

Students Included in the Survey

The students who took our tests are not a scientific sample of French-Canadian high school graduates, but contain a reasonable selection of young people from Quebec Collèges Classiques, Quebec students who have entered university through public schools and French-Canadian students attending Ontario and New Brunswick French language universities.

Quebec Collèges Classiques (1040 students)

Almost a complete sample of students at the level of Belles Lettres was obtained from al least one collège in each of the following locations:

Hull	Saint-Jean
L'Assomption	Sainte-Thérèse
Montréal	Sherbrooke
Québec	Trois-Rivières
Rimouski	Valleyfield
Rouyn	

N.B.: The names of the collèges where testing was done is given in appendix B

Québec High School Graduates Attending University

We asked the English departments of Université de Montréal, Laval and Sherbrooke to test first year students in those faculties which did not require the baccalaureate for entrance. 807 returns were received - a goodly number, but not a good sample from certain faculties. This is discussed on page .

List of Institutions Participating in Test

Universities

Université Laurentienne	Sudbury, Ont.
Université Laval	Québec, P.Q.
Université de Moncton	Moncton, N.-B.
Université de Montréal	Montréal, P.Q.
Université d'Ottawa	Ottawa, Ont.
Université de Sherbrooke	Sherbrooke, P.Q.

Collèges

Collège St-Alexandre	Hull
Collège Marguerite d'Youville	Hull
Collège de l'Assomption	L'Assomption
Collège Sainte-Croix	Montréal
Collège des Jésuites	Québec
Collèges des Ursulines	Québec
Séminaire de Rimouski	Rimouski
Collège de Rouyn	Rouyn
Séminaire de Saint-Jean	St-Jean
Séminaire de Sainte-Thérèse	Ste-Thérèse de Blainville
Collège du Sacré-Coeur	Sherbrooke
Séminaire Saint-Joseph de Trois-Rivières	Trois-Rivières
Séminaire de Valleyfield	Valleyfield

Proportion of Students Tested in Each University or Collège Where Testing Was Done

Name of School	Total Number of Students at level Where Testing Was Done	Number of Students Tested	Proportion of Students Tested %
Université Laurentienne	75	70	.93
Université Laval	445	231	.52
Université de Moncton	260	184	.70
Université de Montréal	1035	461	.45
Université d'Ottawa	250	217	.86
Université de Sherbrooke	128	115	.89
Collège St-Alexandre	25	24	.96
" Marguerite d'Youville	128	39	.30*
Collège de l'Assomption	93	93	1.00
Collège Sainte-Croix	136	135	.99
Collège des Jésuites	90	86	.96
Collèges des Ursulines	41	37	.90
Séminaire de Rimouski	105	101	.96
Collège de Rouyn	75	74	.99
Séminaire de Saint-Jean	100	86	.86
Séminaire de Sainte-Thérèse	122	117	.96
Collège du Sacré-Coeur	72	65	.90
Séminaire Saint-Joseph	127	127	1.00
Séminaire de Valleyfield	130	56	.43*

* In the cases of Marguerite d'Youville and Valleyfield one class in each school was tested. We were assured that the classes are not streamed.

N.B. In the Université de Moncton only Arts students were tested.

At Laval and the University of Montréal certain faculties are not adequately represented. This is discussed on the next page.

Laval and Université de Montréal
Faculties where the Response Rate was Adequate

In some faculties at Laval and Université de Montréal the test was compulsory and the response rate was therefore good.

Université Laval	Response Rate
Forestière - 78 students tested out of a first year class of 90	87%
Université de Montréal	
Education Physique - 100 students tested out of a first year enrolment of 110	91%
Haute Commerciale - 130 tested out of a total enrolment of 250. However, this test was compulsory for only half the class - chosen by alphabetical order	52%

University Faculties Where the Response Rate was Poor

At the University of Montreal and Laval, the response rate in certain faculties was poor. In these cases we used another measure of achievement to compare the students who took our test with those who stayed away.

In most cases we found that the students who took our test were better students than those who stayed away. On the assumption that better students would also do better in English (other things being equal) we would imagine that the average marks for the students in these faculties would be somewhat higher if all students had taken the tests.

Faculté	Measure of Achievement	Average Mark Students Who took Tests of English	Average Mark Student Who Did not Take Test of English
Université Laval			
Commerce (32% of students took our tests)	General Average First Term University Marks	63.6	52.7
Pré-Scientifique (21% of students took our tests)	Laval University Test of English	30.1	42.1
Education (70% of students took our tests)	Laval University Test of English	48.0	40.6

Faculté	Measure of Achievement	Average Mark Students Who Took Tests of English	Average Mark Students Who Did Not Take Test of English
<u>Université de Montréal</u>			
Polytechnique (25% of students took our tests)	General Average, First Term University Marks	56.3	54.6
Sciences Sociales (45% of students took our tests)	Michigan Test of English	71.6	67.5

APPENDICE C

Excerpts from bulletin - Ministère de l'Éducation Province de Québec

L'enseignement de l'anglais comme langue seconde dans les écoles publiques françaises du Québec

L'anglais figure comme langue seconde aux divers programmes d'études des écoles publiques françaises de la province de Québec. Cet enseignement se commence au niveau primaire; il se poursuit au cours secondaire ainsi que dans les écoles d'enseignement spécialisé, dans les instituts familiaux, dans les écoles normales, etc.

Au cours primaire

(cf. Programme d'études des écoles élémentaires, édition 1959, pp. 513-515)

Introduction

En vertu d'un règlement antérieur à 1948, l'enseignement de l'anglais s'introduit officiellement au programme de la sixième année du cours. En 1948, lors de l'adoption du programme actuel, le règlement rappelé ci-haut fut maintenu, mais il fut quelque peu élargi de façon à prévoir que, selon les besoins particuliers du milieu, les commissions scolaires pourraient obtenir la permission de commencer deux ans plus tôt ou deux ans plus tard. Grâce à cet adoucissement, la coutume s'est vite répandue dans la quasi totalité des écoles publiques de la Province, d'enseigner l'anglais à partir de la cinquième année.

Programme

Le programme est donc fait en vue des deux dernières années du cours (6e et 7e); mais, grâce à une revision et un enrichissement de la matière prévus pour la dernière année (la 7e), une application sur trois ans est rendue possible.

Ce programme préconise un cours de conversation sur des sujets touchant la vie de l'enfant. Afin de permettre aux élèves de revivre, en les jouant sous un autre nom, les scènes qui leur sont familières, il propose le sujet de vingt-quatre tableaux également répartis comme suit sur les deux premières années:

1ère année	2e année
1. Parts of the body	13. Food
2. In the Bedroom	14. Fruits and vegetables
3. John is dressing	15. The Farm
4. Mary is dressing	16. In the Grocery Store
5. At mass	17. The Christmas tree
6. Going to School	18. Playing Hockey
7. In the class-room	19. Playing House
8. Playing the the snow	20. In the Kitchen
9. In the Dining-Room	21. Building a Kennel
10. Homework	22. Making Maple Sugar
11. In the Living-Room	23. Playing Baseball
12. Gardening	24. Fishing

Ces centres d'intérêt représentent des scènes d'une famille, celle d'Albert Martin, qui jouit d'une aisance normale. Le père et la mère ont plusieurs enfants. John et Mary, respectivement âgés de 10 et 12 ans, sont les personnages dont le rôle peut être facilement joué par les élèves au cours des leçons.

Le vocabulaire enseigné est d'environ quatre cents mots pour chacune des deux premières années, au cours desquelles l'enseignement de la grammaire demeure purement occasionnel et porte sur certaines règles dont l'application est d'un usage courant.

Quand le programme s'applique sur trois ans, les vingt-quatre tableaux sont revisés la troisième année avec un vocabulaire nouveau de quatre à cinq cents mots et une étude ordonnée des principales notions grammaticales.

Méthode et procédés

Le programme recommande la méthode active et directe. L'observation, la compréhension et l'acquisition sont les principes de base appliqués par des procédés qui sont constamment appel à la spontanéité, l'esprit d'initiative et la coopération de l'élève.

Comme il importe de développer chez l'enfant sa mémoire auditive, verbale et motrice, cet enseignement, essentiellement oral au début, maintient l'accent sur ce caractère durant tout le cours primaire.

Manuels en usage

Deux auteurs se sont appliqués à réaliser l'esprit du programme dans les manuels suivants:

a) Conversation à l'aide de l'image, par A. Filteau et C. Villeneuve: une série en trois ouvrages: un pour 5e année, un pour 6e année et un pour 7e année. A ce dernier s'ajoute un cahier d'exercices pour les élèves.

N.B. - Les vingt-quatre tableaux imprimés en couleurs dans les livres de l'élève sont publiés en une série "grand format" pour favoriser le travail collectif en classe.

b) Méthode directe de conversation anglaise, par Kathleen Hart: Volume I, 5e année; Volume II, 6e année; Volume III, 7e année.

Au troisième volume s'ajoute aussi un cahier d'exercices pour les élèves.

N.B. - L'auteur de cette série de manuels n'a pas publié un tiré à part "grand format" des tableaux.

Depuis quelques années déjà, mademoiselle Hart s'est désintéressée de l'enseignement de l'anglais élémentaire. En conséquence, c'est "Conversation anglaise à l'aide de l'image" qui s'utilise présentement dans toute la province.

Professeurs

Les commissions scolaires n'étant pas tenues de recourir aux services de professeurs spécialisés pour le cours primaire, l'anglais y est généralement enseigné par les titulaires de classe.

Horaire

On consacre deux heures par semaine à cet enseignement.

Au cours secondaire

(Cf. Programme d'études des écoles secondaires, pp. 137-144)

Commencé plutôt timidement au cours élémentaire, l'enseignement de l'anglais s'intensifie au cours secondaire.

Objectifs

Les objectifs poursuivis à ce niveau peuvent se résumer à deux:

a) L'entraînement à la bonne compréhension de la langue parlée et écrite, l'acquisition de l'habileté à parler et à écrire convenablement. C'est le point de vue utilitaire.

b) L'appréciation de la valeur culturelle de la langue et le développement d'une attitude à la fois compréhensive et critique à l'égard de la littérature et de la civilisation anglo-saxonnes.

Programme, méthodes et précédés

Le programme proposé tend à la réalisation des objectifs. Il porte sur les points suivants: la conversation, le vocabulaire, la grammaire, la lecture, la composition.

La conversation - comme facteur d'intérêt et d'efficacité, l'observation directe des choses sert d'amorce et de point d'appui, comme au cours primaire, surtout en 8e et 9e années. On s'efforce de créer et de maintenir, en les enrichissant graduellement les automatismes nécessaires à l'expression spontanée; on s'applique à la maîtrise des structures; on s'astreint au soin de la prononciation, l'accentuation et l'intonation.

Les procédés utilisés sont: l'interrogation, la substitution, la reproduction, la dramatisation et, vers la fin du cours, la traduction sous une forme globale et non littérale de l'idée, permettant ainsi aux élèves de respecter les expressions idiomatiques propres à l'anglais et au français et de découvrir les équivalences sémantiques des deux langues.

Les sujets de conversation sont choisis, en raison des intérêts psychologiques des adolescents, parmi les sujets, les événements, les personnes ou les choses qui suscitent chez les élèves un intérêt spontané. Ces sujets doivent nécessairement se prêter à l'utilisation des formes structurales et du vocabulaire étudiés.

Le vocabulaire - Le vocabulaire de structure (form words) et de désignation (content words) est basé sur une échelle de fréquence d'emploi; il comprend huit cents mots à la fin de la 8e année, douze cents à la fin de la 9e, seize cents à la fin de la 10e et deux mille à la fin de la 11e.

La grammaire - La grammaire est d'abord étudiée comme auxiliaire du language. Vers la fin du cours, on en donne une connaissance plus intime permettant de mieux saisir le génie de la langue. Donc, fonctionnelle en 8e et 9e années, son étude devient plus rationelle et systématique en 10e et 11e années.

Le programme donne une répartition de la matière pour les quatre années du cours.

La lecture - Ce sont des objectifs principaux du programme que, par la lecture, d'entraîner les élèves, à bien comprendre la langue et en apprécier la valeur culturelle.

Le programme recommande d'abord la lecture silencieuse qui permet de raffermir le vocabulaire et de l'enrichir, de reconnaître les tournures de la phrase anglaise et d'en saisir le sens. Quand les élèves sont entraînés à l'intelligence d'un texte, la lecture orale a ensuite sa place.

La Composition - Les élèves sont conduits à l'expression écrite par la conversation et la lecture qui leur donnent les structures, les tournures idiomatiques et le vocabulaire.

On commence par de brefs exercices de reproduction des textes lus; on en vient graduellement à l'expression de pensées et d'observations personnelles, à la composition.

Le programme recommande:

a) un paragraphe de quelques phrases, en 8e et 9e années;

b) une composition ou une lettre de trois ou quatre paragraphes, en 10e et 11e années.

N.B. - En 10e et 11e années du cours commercial, en plus de suivre le programme de base, on apporte une attention spéciale à la correspondance anglaise et au vocabulaire des affaires.

Manuels en usage

a) Lecture

8e année

The Mystery of the Island (adapté de Jules Verne)

The Prince and the Pauper, Mark Twain.

Eleven Short Stories, G.C. Thornley (série Pleasant Books in Easy English)

9e année

Children of the New Forest, Captain Marryat

Robinson Crusoé, Daniel Defoe

A Little Work - A Little Play, G.C. Thornley (série Pleasant Books in Easy English)

N.B. - Les élèves de 8e et 9e années de tous les cours sont appelés à lire au moins un des trois livres indiqués pour leur degré.

10e année

Little Women, L.M. Alcoot

Quentin Durward, Walter Scott

The Deerslayer, F. Fenimore Cooper

11e année

The Rosary, Florence Barclay

A Journey to the Center of the Earth, Jules Verne

King Solomon's Mines, Sir H. Rider Haggard

Les livres de lecture ci-dessus sont tirés de la série "New Method supplementary Readers", adaptation de Michael West.

N.B. - Les élèves de 10e et 11e années sont appelés à lire deux des livres indiqués pour leur degré.

b) Conversation et grammaire

8e année: New Method English Practice, Book One, Harold E. Palmer.

9e année: New Method English Practice, Book Two, Harold E. Palmer.

10e année: New Method English Practice, Book Three, Harold E. Palmer.

11e année: Living English Structure for Schools, W. Stannard Allen.

Key To the Exercises, Michael West, (édition canadienne)

Sont aussi autorisés pour l'année 1964-65 les manuels suivants:

<u>8e et 9e années:</u> Méthode directe de conversation anglaise, 3e livre, Kathleen Hart

<u>ou</u>

La Conversation anglaise à l'aide de l'image, 3e livre, Filteau et Villeneuve.

<u>8e ,9e et 10e années</u>: La classe en anglais, 3e livre, F.I.C.

Langue anglaise, cours intermédiaire, F.I.C.

Nouveau cours d'anglais, Ollendorf.

The French Canadian's Guide to English Grammar: with examples in French and English, McBriarty (nouvelle édition)

The French Canadian's Exercises to English Grammar; McBriarty, 1st, 2nd, 3rd and 4th series.

L'anglais rendu facile à l'aide du grammophone, 3e livre, Patenaude.

L'anglais rendu facile à l'aide du grammophone, cours supérieur, Patenaude.

Langue anglaise, 10e, 11e et 12e années, F.S.C.

Professeurs

Des professeurs spécialisés sont chargés de l'enseignement de l'anglais au secondaire.

Horaire Hebdomadaire

a) En 8e et 9e années, quatre périodes.

b) En 10e et 11e années:

1) Cours général et scientifique, quatre périodes

2) Cours commercial, six périodes.

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